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ABSTRACT

This third volume of the final report on urban cooperative work education programs contains summaries or case studies of the programs in 19 secondary and 11 postsecondary schools throughout the country. (Volume 1, an overview of the entire study, describes the methodology and findings, and Volume 2 is a detailed analysis of the followup study of program graduates.) The case studies provide general descriptions of the 30 sample programs and illustrate how the principles of cooperative education were adapted to particular goals, local education agencies, school structures, and specific urban problems. Statistical data is presented on student enrollments, completions, placement and followup information, and student interviews. Each case study is divided into two sections: (1) Program description (purpose, participants, setting, administration and organization, history, student eligibility, program structure, job development, instruction, and student evaluation) and (2) issues (coordinator, counseling, promotion and public relations, advisory committee, work stations, career goals, and completion, placement, and followup). (JT)

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AN ASSESSMENT OF SCHOOL SUPERVISED WORK EDUCATION PROGRAMS PART II: URBAN COOPERATIVE WORK EDUCATION PROGRAMS AND FOLLOW-UP STUDY

FINAL REPORT

Volume 3: Thirty Case Studies of Urban Cooperative Education Programs

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

SUMMARY

The 1968 amendments to the Vocational Education Act of 1963 singled out work education for special attention, authorization, and funding. The Act cited two kinds of work education programs: (1) cooperative work study and (2) work study. The former are programs of vocational education for persons who receive instruction through jointly planned and supervised arrangements between schools and employers. The latter are programs to provide jobs in local education agencies or other public institutions for students who need income either to start or to continue their education.

In order to assess the impact of the amendments relating to work education, as well as the impact of other school-supervised work education programs, the U.S. Office of Education (USOE) contracted for a two-part study to be carried out over a period of four years. Part I of the study called for the compilation of fifty case studies of all kinds of work education programs (cooperative, work study, dropout prevention, Neighborhood Youth Corps, and Job Corps) existing in urban, suburban, and rural areas of the nation, and the administration of personal interviews to samples of participating

and nonparticipating students and employers.[1] Part II called for the compilation of thirty case studies of cooperative work education programs operating solely in urban areas (the nation's hundred largest cities), the administration of personal interviews to participating and nonparticipating students and employers, and follow-up interviews with students interviewed in conjunction with Part I of the study.

This report, an assessment of school-supervised work education programs, presents in three volumes the results of Part II of the study. Volume 1 describes in detail the approach and methodology used in conducting the study and the contractor's findings, conclusions, and recommendations. Volume 2 deals specifically with the follow-up interviews of students first interviewed two years previously during Part I of the study. This book, Volume 3, consists of summaries or "case studies," of the thirty programs visited during the course of the assessment.[2]

The purposes of the case studies were to provide general descriptions of the thirty sample programs and to illustrate how the principles of cooperative education were adapted to particular goals, local education agencies (LEAs), school structures and enrollments, and problems encountered in specific urban areas.

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[1]Systems Development Corporation, An Assessment of School Supervised Work Education (USOE Contract #OEC-0-72-5024), March 1973.

[2]For the purposes of this report, "program" is defined as a course of on-the-job work experience and related classroom instruction supervised by one cooperative coordinator within a single school.

SOURCES OF INFORMATION

The case studies were based on personal interviews with project administrators, coordinators, support staff, and samples of participating and nonparticipating students and employers. Economic data relating to the cities in which the programs were operating were obtained primarily from local employment service offices, although in some cities, economic data were also obtained from local education agencies' research and statistical units and Comprehensive Employment and Training Act (CETA) prime sponsors. To the extent possible, all subjective opinions and impressions (those which cannot be backed up with hard data) have been deleted from the case studies.

Information relating to the sample programs was gathered at specific times during the spring of 1975. The case studies, therefore, were written in the past tense. Nevertheless, it can be assumed that for the most part the programs are operating as described at the present time.

SELECTION OF THE PROGRAMS

A detailed description of the selection process is described in Volume 1; what follows, therefore, is a brief summary of the methodology used in selecting the thirty sample programs. Letters requesting nominations of cooperative work education programs for possible inclusion in the case study sample were mailed to state directors of vocational education, superintendents of schools in the nation's hundred largest cities, and recognized academic experts in the field of vocational education. Program nomination forms, to be completed by respondents and returned to the contractor, were enclosed with the letters.

The programs nominated were then stratified as follows: (1) by city size (large, medium, and small)[3] and (2) by educational level (secondary and post-secondary). A purposive sample of thirty programs was then selected, ten each from large, medium, and small cities, and in proportion to the distribution of the programs nominated, nineteen secondary and eleven post-secondary programs.

In selecting the sample, the attempt was made to obtain as wide a range of occupational offerings as possible, to include all types of cooperative work education programs (e.g., single occupation and multi-occupational programs), and to include programs with enrollments of various characteristics (e.g., programs with varying racial and ethnic mixes).

STATISTICAL INFORMATION

The statistical information used in the case studies was derived from two sources: (1) data collection forms filled out by on-site research personnel and (2) student interviews.

Data Collection Forms

The following information was obtained from data collection forms:

(1) Enrollment: Total enrollment, plus the distribution of enrollment by race or ethnic group, sex, and grade

[3]Cities were stratified by size as follows: large, cities of one million population or more; medium, cities with populations between 350,000 and 999,999; and small, cities with populations below 350,000 but still within the hundred largest cities in the nation.

(2) Completions: The percentage of students enrolled in each program who completed the course during the 1973-74 school year

(3) Placement and follow-up information: Where available, the percentage of school year 1973-74 completers who were placed in jobs or who found jobs on their own, in both training-related and nontraining-related occupations; and the number and percentage of completers who were unemployed, reenrolled in the program, enrolled in different programs, went on to higher education, entered the Armed Forces, dropped out of the labor force, and so forth

Student Interviews

The following information was derived from the student interviews: ratings of classroom instruction and work stations, occupational and wage information, and information relating to the extent to which programs were helping students decide on career goals.

Student Rating of Classroom Instruction

Students in each program were asked to rate the overall quality of classroom instruction and the degree to which classroom instruction was integrated with on-the-job experience. The mean of these ratings for each program was contrasted with the mean for participants in all thirty programs.

Work Stations

Students were asked to rate the following which relate to work stations:

(1) Job responsibility: A total of eleven questions on the student interview schedule called for ratings of various aspects of job responsibility

(2) Job satisfaction: Fourteen questions (or ratings) pertained to job satisfaction

(3) Training and supervision on the job: Eight questions pertained to on-the-job training and supervision

(4) Overall quality of the work station: Nine questions pertained to the overall quality of work stations

In each category, the overall rating for each program was obtained by computing the average student rating for each set of questions. The resulting "means" were contrasted with the corresponding means for participants in all thirty programs.

Occupational and Wage Information

Occupational and wage information was derived from information provided by participating students in response to specific questions included on the student interview schedule.

Career Goals

Information regarding whether the sample programs helped students in determining career goals was derived from two questions on the student interview schedule. The responses to these questions were classified as either "positive" or "negative." Each program's percentage of positive responses was included in the case studies.

STRUCTURE OF THE CASE STUDIES

Each case study is divided into two sections: (1) program description and (2) issues. The former is a factual summary of

the purpose, structure, and components of each program; the latter, a discussion of each program as it relates to issues regarding cooperative work study which have been identified as significant by USOE personnel and other experts in the field of vocational education. The following topics are included under "program description":

(1) Purpose of the program: Formal goals and objectives of the program (where the actual operating goals and objectives differ from those stated in program proposals, or by program personnel, these differences are noted)

(2) Program participants: Target population of the program (if any) and the distribution of enrollment by grade level, sex, and racial or ethnic group

(3) Program setting: Environmental and economic millieux in which the program operates (with factors that appear to have had a direct effect on the program highlighted)

(4) Program administration and organization: Administrative structures and lines of authority within which the program fits, both with respect to the school and, where warranted, the LEA and state (also discussed in this section -- program staffing)

(5) Program history: Rationale behind the program, personnel responsible for its initiation, program growth, and significant changes which have occurred during the life of the program

(6) Student eligibility: Criteria which students must meet in order to gain admission to the program and the process through which students are enrolled in the program

(7) Program structure: Number of hours per week students spend on the job, in related classroom instruction, and in other classroom work

(8) Job development: Process by which work stations are developed for students (who does it, how is it accomplished, and the techniques used to match students with available work stations)

(9) Instruction: Training and related instruction received by students in the classroom component of the program, including the educational techniques used and the equipment and materials available for instructional purposes

(10) Student evaluation: Procedures used by program personnel to assess student performance (both on the job and in the classroom), and the rationale for assigning credit for on-the-job experience

Under "issues," the following topics are discussed:

(1) Coordinator: Personnel requirements for "coordinators" (if any), the background and experience of the coordinator, the specific duties performed by the coordinator, and the amount of time the coordinator devotes to the program

(2) Counseling: Availability of counseling to program participants and the personnel who provide such counseling

(3) Promotion and public relations: Activities undertaken by program personnel to publicize the program within the school (for potential students), within the employer community (for potential work stations), and within the community at large

(4) Advisory committee: Existence or nonexistence of a program advisory committee and, where they exist, the functions of such committees

(5) Work stations: Descriptive summary of participating student work stations and a statistical summary of student assessments of program work stations

(6) Career goals: Statistical summary of student assessments of the program as it relates to the establishment of student career goals

(7) Completion, placement and follow-up: Extent to which such records are kept by program personnel, and statistical summaries of completion and placement rates where such information was readily available (if completion and placement rates were not available, coordinator estimates are provided; these, of course, are identified as estimates)

Although the two sections overlap to a certain extent, the contexts in which the topics are discussed are quite different; the first section of each case study is merely a description of an individual program, but the second section relates what is happening in an individual program to issues which are relevant to the concept of "cooperative work education."

One final note of caution: Because of the limited time available for on-site research, the case studies which follow are primarily "overviews" of the thirty sample programs. Time did not permit detailed, in-depth analyses of each program. Volume 3, therefore, is intended as a supplement to the material contained in Volumes 1 and 2, rather than as an independent, central focus of the overall study.

1

COOPERATIVE SERVICE EDUCATION

PUEBLO HIGH SCHOOL

TUCSON, ARIZONA
Population: 263,000

PROGRAM DESCRIPTION

The purpose of the Tucson program was to provide "career orientation, job experience, and decision-making training" for potential dropouts. The program was diversified in that students worked at a wide variety of jobs, and the related instruction was "world of work" training or employment orientation.

Program Participants

The program was designed to serve high school seniors with academic, socioeconomic, cultural, physical, or other handicaps who needed special training to prepare for entry-level employment. The 22 participants were either Spanish-surnamed (77 percent) or black. Fifty-four percent were male, and sixteen of the 22 students were interviewed.

Program Setting

Tucson's Pueblo High School is located in a fifteen-year-old well-maintained and well-lighted building, surrounded by vast expanses of lawns. The neighborhood which the school serves is primarily residential in nature and almost 100 percent minority. The school's enrollment reflects the neighborhood in which it is located. Despite the obvious poverty of the area, the school's atmosphere seemed open and relaxed, unlike some schools located in large, urban ghettos.

The city's unemployment rate, though climbing, was at the time of the site visit 6.2 percent, much lower than those of some of the larger cities visited. Nevertheless, the coordinator said that the economic downturn had adversely affected the program and that he was forced to spend an ever-increasing amount of his time in job development.

Program Administration and Organization

Two LEA administrative channels had overall responsibility for cooperative education programs in the city of Tucson: (1) the citywide coordinator for cooperative work study programs; and (2) the coordinator responsible for the specific subject areas in which programs were conducted (in this case, the coordinator for business and distributive education programs). The cooperative coordinator was responsible for the following activities: placement of students in LEA work stations, coordinating citywide job development activities, promotion and public relations, technical assistance, and the development of special programs. The business

and distributive education coordinator was responsible for program curricula and other matters pertaining to the specific subject area. Both coordinators reported to the LEA director of career and occupational education, who in turn was responsible -- through an assistant superintendent -- to the superintendent of schools.

Within the school, the coordinator reported to the chairman of the business department, who reported to the principal. LEA officials had little or no authority over school personnel; their contributions were primarily of a financial and support nature.

The program staff consisted of a single coordinator, who spent 50 percent of his time administering the cooperative program, and a reading specialist, who spent several hours a week tutoring individuals enrolled in the program. The coordinator spent the remainder of his time teaching classes in business occupations.

Program History

In 1961, a "core program" for special students -- the disadvantaged and the handicapped -- was started at Pueblo. The program, which was academically oriented, offered courses in English, history, and mathematics. In 1963, the decision was made to add a vocational component to the special core program. A business teacher who had been working with below average students and the distributive education cooperative coordinator designed the vocational component, and the business teacher was named program coordinator. Except for one change of coordinators and the recent addition of a part-time reading specialist, the program has not undergone any substantial alterations in its twelve years of operation.

Student Eligibility

Although the target population was "the disadvantaged," the program was advertised as open to all students in the school. In other words, every attempt was made to camouflage the program's "special" nature. Nondisadvantaged students who applied for the program were steered into other cooperative or vocational programs. The term "disadvantaged" meant potential dropouts, students with poor academic records, students with juvenile court records, and students who lacked vocational goals. The coordinator was especially interested in recruiting students with low reading ability and whose expectations were low ("low self-worth").

Program Structure

Students enrolled in the program spent their mornings in school and their afternoons on the job. The classroom instruction consisted of three hours of academic classes, required for a high school diploma, and one hour in a special cooperative education class. Students worked a minimum of three hours a week. In all, students spent five hours a week in a cooperative class, fifteen hours in academic classes, and fifteen hours on the job.

Job Development

The coordinator was responsible for job development. His efforts began four weeks before the beginning of the fall term and continued throughout the school year. Job development was a continuous activity since students were constantly laid off because of poor economic conditions ("the kids are the first to

be laid off"), absenteeism, and failure to show up for job interviews. The average student had three jobs during the course of a school year.

The coordinator, who concentrated on the development of low-level jobs (or "jobs that my students can handle"), had trouble convincing employers that he was not interested in higher level work stations. Employers who were acquainted with cooperative programs expected top-level students and therefore were more than willing to place high-level job orders with the coordinator.

Students were matched with available jobs on the basis of the coordinator's assessments of their abilities and student desires. Usually, two or three students were referred to each employer. The final selection was made by the employer. Students who were turned down by employers were continually sent out on referrals until they were finally hired.

Instruction

The classwork focused on orientation to the world of work, or career decision making, motivation, and individual academic, personal, and job-related problems. Topics covered were: interviewing, group relations, reading skills, preparation of résumés, and other world-of-work subjects. The coordinator made use of guest lecturers, and at times the students worked together on group projects. A variety of career education filmstrips and periodicals was used in presenting specific subjects. The students who were interviewed rated integration of classwork and on-the-job training below the average for the total participating student sample.

Student Evaluation

Students received two credits for their combined classroom and work experience activities during the school year. Apparently, those students who were frequently out of work, and a few who were excused from the work component (e.g., during basketball season), still received two credits for the course.

Student grades were determined solely by the coordinator; there was no employer input. An employer rating sheet was being developed at the time of the site visit, but would not be ready for use until the 1975-76 school year.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

Coordinators in the state of Arizona were required to have two thousand hours of actual work experience (outside the field of education) in their specific fields. Most coordinators were drawn from the ranks of vocational education teachers and had completed their work experience requirements prior to becoming teachers.

The Pueblo High School cooperative service education coordinator had been with the program for six years. Prior to becoming a vocational education teacher, he had worked in industry for two years.

Coordinators at Pueblo (who also had nonprogram-related teaching responsibilities) were allowed up to ten hours a week for

activities in connection with each cooperative class for which they were responsible (some were responsible for two cooperative classes) and were paid for four weeks of work prior to the beginning of each school year -- the initial job development period.

The cooperative service education coordinator estimated that half of his time was spent administering the program. In addition to teaching the classroom portion of the program, he taught two regular vocational education classes. Much of his "free time" (time between classes) was spent in counseling his students and visiting work stations.

Counseling

Although the school boasted a well-equipped and well-staffed career development center, most counseling was performed by the coordinator inside and outside of the classroom. The coordinator listed the types of questions that were constantly discussed in face-to-face meetings with his students: How can we get you to school more often? How can we overcome your reluctance to report for job interviews? Let's try to figure out how to cut down on job absences. Why do you want to quit? How do we go about making decisions? Of course, the students enrolled in the cooperative service program were not typical cooperative education students. They showed as much reluctance to using the career development center as they did to reporting for job interviews.

Promotion and Public Relations

Over all, promotion and public relations were an LEA responsibility. Employer appreciation banquets were hosted by the

LEA each year, and occasionally stories regarding cooperative programs appeared in the local newspapers.

The coordinator of the service education program had what he considered a unique problem; that is, in lowering employer expectations. As mentioned previously, most employers associated cooperative education with top-flight students and top-flight work stations. His problem was to explain to prospective employers that his students needed "less demanding" work stations than those provided for typical cooperative education students. He noted, however, that the referral of disadvantaged students to employers did not strain overall employer relations.

In school, students either heard about the program during the regular spring visits of all the school's vocational education coordinators to English classes, or through word of mouth from relatives and friends. There was no separate recruiting for the cooperative education service program. Students who qualified for it were selected from the pool of all students expressing interest in cooperative education.

Advisory Committee

The program had no advisory committee. A citywide committee on distributive education existed, but it did not address itself specifically to Pueblo's cooperative service program.

Work Stations

According to the coordinator, most of the jobs were entry-level service jobs that required little training. Half the students (eight) were working in such service occupations as hospital orderly,

janitor, dishwasher, and teacher's aide. The remainder were mainly in clerical and sales occupations. The average wage earned by students was $2.04 an hour.

The students rated all aspects of their work stations (job responsibility, job satisfaction, training and supervision, and overall quality) below the average for the total sample of participating students (Table 1-1).

TABLE 1-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	54.9%	59.6%
Mean job satisfaction	67.6	70.1
Mean training and supervision	5.4	5.6
Mean overall work stations	4.3	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Two out of three of the students interviewed said that the program helped them decide on a career. However, fewer than one out of three said that they expected to find full-time jobs in the same occupational areas as their student jobs.

Completion, Placement, and Follow-Up

No formal placement or follow-up activities were conducted by the school. The coordinator, however, conducted his own informal follow-up and helped in placing graduates. During the school year 1973-74, 89 percent of the students completed the program. Of these, 44 percent were employed, all in training-related positions.

INDUSTRIAL COOPERATIVE EDUCATION

CHARLES A. PROSSER VOCATIONAL HIGH SCHOOL

CHICAGO, ILLINOIS
Population: 3,367,000

PROGRAM DESCRIPTION

The goals of the program, as outlined in the student handbook, were "to offer its youth a vocational program providing broad academic and both exploratory and specialized shop experiences designed to develop interests and aptitudes into salable occupation skills."

Program Participants

There were 52 students, in two sections, in the segment of the cooperative program that was reviewed. All of the students were male; 92 percent were nonminority, and 90 percent were seniors. About 50 percent of the school's population is selected from within a three-mile radius of the school.

Program Setting

Prosser Vocational High School is located on the west side of town in a manufacturing and residential area of the inner city.

The school recently completed new additions to its existing facilities, which will permit an expansion in the size of the student body and the admission of girls. The program was held in the old facilities, but plans were being made to move to the new buildings.

Chicago's unemployment rate for 1974 was 4.7 percent. Although it had a projected rate for 1975 of 7.3 percent, there was no indication in the spring of 1975 that the recession had as yet adversely affected program job development and placement activities.

Program Administration and Organization

The local school district was responsible for the program curriculum and provided an official district guide to be used at the local level. In addition, the LEA furnished a modest amount of money for transportation expenses.

The program itself was an integral part of the school's educational organization, with the coordinator reporting to an assistant principal.

Program History

The cooperative program was initiated nine years ago at the initiative of state and local authorities. Funding was obtained from a variety of sources. The program was introduced into the school as an integral part of the overall curricula and was easily accepted as part of the regular school operation.

Student Eligibility

Although there were no formal program eligibility requirements, students had to apply to the high school itself for admission.

The school received about thirteen hundred applications from males per year; of these, three hundred students were accepted. In 1974, females were first allowed to apply; three hundred applications were received for the hundred slots available in newly developed programs for girls.

Program Structure

In their senior year, students chose either vocational shop II (a four-period class) or industrial cooperative education. Students in the program spent the morning in cooperative and other classes and four hours in the afternoon on the job.

Job Development

In his eight years with the program, the coordinator had developed a list of prospective employers which would be updated at the beginning of each school year. Students had access to this list, and they decided which employers to contact. The coordinator might advise students to seek interviews with particular employers, but would not make actual referrals.

Instruction

Because students were employed in a variety of jobs, a standardized lesson plan was not used. Instead, much of the instruction revolved round job survival skills. Trade books and journals were issued to the students on an individual basis, and if students had skill-related questions, the coordinator would refer them to other schop teachers for information. Audio-visual materials were regularly used, as were textbooks in economics and sociology.

Students rated the integration of classwork and on-the-job training below the average for the total sample of participating students.

Student Evaluation

Grades were determined both by employer ratings (made four times a year) and the coordinator's evaluation of the students' participation in the cooperative class. The coordinator also considered the students' attendance records.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator, one of three in the Industrial Cooperative Education Program, had been with this program for eight years. The bulk of his time was allocated to the two cooperative classes for which he was responsible. His other duties were the supervision of a home room and a study period. School staff members whom he could call upon for assistance included counselors, a psychologist, and a social worker.

Counseling

The counselors were involved in a variety of tasks, including the administration of "career interest surveys" and the completion of follow-up requirements. Through the career interest survey the counselors attempted to assist students in developing programs to meet their interests and aptitudes. When students had problems

with which the counselor could not deal, they were referred to the school psychologist or social worker.

Promotion and Public Relations

Because students chose to attend the school, they tended to be aware of the various courses and programs available. Staff members in other schools also were cognizant of the scope of Prosser High School's activities. Thus, except for the creation of bulletin board displays and some visits to junior classes, there was little active student recruitment.

The coordinator's updating of the list of potential employers was the primary employer relations activity. Members of the advisory committee might assist in locating jobs within their own shops, but they did not contact other employers. In addition to these activities, an Industrial Cooperative Education Program luncheon was held for the 1973-74 school year, and a newspaper release about it was made available.

Advisory Committee

The committee was composed of twelve persons from industry and education who met two to three times a year. The primary concern of the committee was student problems on the job. Curriculum modifications, especially those which would strengthen the students' mathematical abilities, were discussed, but the committee did not have direct influence in this area.

Work Stations

Eighty-two percent (eighteen) of the students were employed in blue-collar occupations. One employer, himself a skilled

craftsman, remarked that although there is no way to make a machinist in a year or two, the students in this program could learn to become competent machine operators. Forty-one percent (nine) of the participating students at the school worked in machine trades as printers, mechanics, and so forth; 32 percent (seven) worked in structural occupations, such as welding and electric assembling, 23 percent (five) were in other occupations, and one student was unemployed. The students earned an average wage of $2.56 per hour on the job. Supervision was primarily an employer responsibility.

The students rated all aspects of their work stations (job responsibility, job satisfaction, training and supervision, and overall quality) below the average for the total sample of participating students (Table 2-1).

TABLE 2-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	52.8%	59.6%
Mean job satisfaction	67.4	70.1
Mean training and supervision	5.4	5.6
Mean overall work stations	4.7	5.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Of the students interviewed 45 percent said that the program had helped them decide on careers. However, 65 percent of the participating students expected to find full-time jobs in the same occupational areas as their school jobs.

Completion, Placement, and Follow-Up

Placement was the responsibility of the counseling department, whose members were also responsible for conducting one- and four-year follow-up surveys. In school year 1973-74, 96 percent of the students completed the program, and all of the graduates were placed in post-school jobs. However, information regarding training-related placements was not available.

3

CONSTRUCTION CRAFTS COOPERATIVE EDUCATION PROGRAM

FORT WAYNE REGIONAL VOCATIONAL CENTER

FORT WAYNE, INDIANA
Population: 178,000

PROGRAM DESCRIPTION

The purpose of the Fort Wayne Regional Vocational Center Construction Trades Program was to provide fully job-ready students with on-the-job experience in their chosen trades. Students were not enrolled in the program until they demonstrated both the required work skills and attitudes in vocational education classroom and laboratory activities.

Program Participants

The program was designed primarily for high school seniors who had participated successfully in regular vocational education classes. All of the 28 current enrollees were white and male. All but two were seniors. Twenty-four were interviewed.

Program Setting

The Fort Wayne Regional Vocational Center is located on the southern edge of downtown Fort Wayne. The building was erected

in 1906 and originally was the central high school for the city. Although the building is old, recent rennovations have improved the interior decoration and lighting of the school, and a large parking lot (across the street) is available for both students and teachers.

The Regional Vocational Center is not a "neighborhood" school; it services twenty schools, including parochial schools and schools outside Fort Wayne who pay for the vocational education services it provides. Students come to school either by bus or in private transportation.

The Construction Crafts Department is located in the basement of the center. It contains departmental office space and large rooms for instruction, is decorated with examples of craftwork, and has appropriate textbooks and magazines.

The unemployment rate for the SMSA in February 1975 was 9.8 percent. Job losses had occurred in manufacturing, especially electrical machinery, transportation, and other durable goods. The construction industry, although hurt by the recession, suffered comparatively fewer job losses. However, there was concern that if building activity continued to decline, job losses in construction would have a negative effect on the center's program.

Program Administration and Organization

The Regional Vocational Center was supported by the Fort Wayne Board of Education. Its principal was also the director of continuing education. Students elected to go to the school and usually spent half-time in their "home" school and half time

at the center. The construction crafts cooperative coordinator was also the department head, and thus reported directly to the principal. As department head, the coordinator, had vocational education teachers reporting to him, but they were not directly involved in cooperative activities.

Program History

The program began in 1972 when the concept of a regional vocational school became a reality. The concept is based on the idea that vocational education can be improved if limited resources are used to create a network of excellently equipped regional "skills centers" throughout the state to service the vocational education needs of all secondary schools within each region. The previous method of distributing funds on a formula basis to schools or LEAs was considered inadequate, primarily because available funds were insufficient to provide fully equipped facilities within each LEA or school.

The content and form of the construction trades cooperative program was developed primarily by the department head-coordinator. Although the state provided instructional aids and guidelines, the coordinator found that he had to develop methods which would meet the particular needs of the students and employers in his area.

Student Eligibility

Students were nominated for the program by vocational education teachers. The coordinator interviewed all nominees and made all final selections. He said that his major criterion for the selection

was "accountability"; i.e., being job ready in terms of both skills and attitudes. Most of the students were seniors, but juniors could be accepted if they found their own jobs in construction-related occupations.

Program Structure

Students received extensive vocational training prior to entering the program and were considered job ready. Thus, although they maintained ties with their home schools for academic courses and other requirements, they were required to report to the center twice a month for the purpose of discussing job issues and receiving job-related assignments which they were to complete prior to their next meeting. Students were usually on the job at least four hours a day. Some who had only one academic course to complete in order to graduate were on the job almost full time.

Job Development

Although a few students found jobs on their own, the majority of cooperative job sites was developed by the coordinator. Since he was a native of Fort Wayne and had worked in the industry for a number of years, he was well acquainted with local employers and unions and knew their needs and concerns. If students lost their jobs during the semester and others were not forthcoming, they were placed in regular vocational education classes immediately and thus did not lose school credit.

Instruction

There was no related instruction per se. The cooperative program was geared to students who had successfully completed the

necessary vocational education classes and who had participated in the building of an actual home. (The department head-coordinator had set up, through the Regional Vocational Center, a nonprofit corporation which bought land and housing materials for student construction of homes. The profits made from the sale of these homes were used to buy more property and materials.) During the twice-a-month meetings that were held with the students, job-related issues were discussed and problems resolved.

Student Evaluation

Students were evaluated by both employers and the coordinator. The coordinator's evaluations were based on visits to job sites and observation of students at work. Fifty percent of the student grades was determined by employers (who graded their overall performance), and 50 percent by the coordinator (who concentrated on work habits and attitudes).

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

It could be said about the coordinator of the Regional Vocational Center Construction Crafts Program that he was the program. As department head, teacher, job developer, and adviser to cooperative education students, he was the all-round man, without whom there would be no program. He had been employed in the construction trades in the Fort Wayne area, knew most of the city's contractors and business agents, and was active in community organizations.

Students enrolled in the cooperative program did not receive related instruction; however, prior to entering the program they attended shop classes in the department (which the coordinator headed) and had been certified by their teachers as "job ready."

The coordinator had adequate freedom and support (he was free to leave the school at any time to make site visits), and his relationship with students appeared to be informal and friendly.

Counseling

Career guidance and personal counseling was conducted by counselors at the students' home schools. Counselors for the cooperative program dealt primarily with behavioral problems. All counseling related to cooperative work stations was the responsibility of the coordinator.

Promotion and Public Relations

Regional Vocational Center staff members participated in home school "career days," primarily to inform students of the services available to them at the center, including cooperative programs. At the conclusion of each school year, cooperative students hosted their employers at a banquet, an event that was usually well publicized in the area's newspapers and sometimes on television. Additional public relations did not appear to be necessary.

Advisory Committee

The coordinator, who believed that a strong advisory committee was an essential ingredient of a successful cooperative program, developed such a committee composed of representatives of building

trades unions, contractors and contractor associations, educational institutions, and community agencies. The committee met four times a year to advise the coordinator on labor market conditions, curricula, potential work stations, and student evaluation (on the job).

Work Stations

Prior to being assigned to work stations, students and employers signed "work agreements" which stipulated the wages to be paid, the hours to be worked, and the work to be performed.

Most of the work stations were in the construction field, and according to the coordinator, were of high quality. Two out of three of the students interviewed were employed in structural occupations, such as welding, carpentry, electrical, and framing. Others (three) were in machine occupations (cabinet worker, heating person, and so forth); three were employed in occupations classified as "miscellaneous"; and three were unemployed. The students earned an average of $2.58 an hour.

The students rated job responsibility, job satisfaction, and training and supervision below the average for the total sample of participating students (Table 3-1). On the other hand, they rated the overall quality of work stations above average.

Career Goals

Most students (85 percent) said that the program had helped them decide on careers, and 80 percent said that they expected to find full-time work in the construction trades.

TABLE 3-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	55.1%	59.6%
Mean job satisfaction	65.1	70.1
Mean training and supervision	5.5	5.6
Mean overall work stations	5.1	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Completion, Placement, and Follow-Up

The state of Indiana requires a one-year follow-up of all vocational education students. At the Fort Wayne Regional Vocational Center, teachers are required to conduct the follow-up survey. Thus the coordinator of the Construction Trades Cooperative Program conducts yearly follow-up surveys of his students. His surveys are conducted by telephone, and most of the necessary information is received from parents.

During the school year (1973-74), 95 percent of the students in the Construction Trades Cooperative Program completed their course of studies (and work experience) and graduated. Of these, 95 percent found jobs, 81 percent of which were in training-related positions.

4

DISTRIBUTIVE EDUCATION

L. E. RABOUIN VOCATIONAL HIGH SCHOOL

NEW ORLEANS, LOUISIANA
Population: 593,000

PROGRAM DESCRIPTION

The purpose of the Rabouin program was to provide students with classroom training and work experience in distributive and other occupations. World of work topics were also included as part of the classroom curriculum. Although the program focused primarily on distributive education, students were assigned work stations in other occupational areas; thus it was classified as a diversified program, with emphasis on distributive education.

Program Participants

A total of 31 students were enrolled in the program; 25 black, six white; and 23 women. Twenty-five of the participants were interviewed.

Program Setting

L. E. Rabouin Vocational High School, located on the edge of the central city in a neighborhood of small stores and offices,

draws students from all over the city of New Orleans. The school (without playgrounds and parking facilities) is situated next door to the main offices of the LEA. Public transportation to the school from all parts of the city is considered good.

The New Orleans unemployment rate rose from 6 percent in 1973 to 7.5 percent in March 1975 -- just slightly above the national average for 1974, and much lower than the unemployment rates of such cities as Detroit, New York, and Philadelphia. Nevertheless, there was an apparent difficulty in finding work stations for the enrolled students. At the time of the site visit, only fourteen of the program's 33 students were working, although several had recently suffered layoffs and others were about to report for work. There can be no doubt that deteriorating economic conditions had an adverse effect on the program but, as will be discussed below, other factors also contributed to the program's job development problems.

Program Administration and Organization

All distributive education programs (cooperative and non-cooperative) in the New Orleans LEA (the Orleans Parish School District) were provided with overall supervision by a district supervisor of distributive education. A state consultant provided the LEA with technical assistance, particularly in the area of curriculum development. Within Rabouin, the program coordinator reported directly to the principal.

Program History

Rabouin's cooperative program in distributive education has been operating continously since 1942. No one presently connected with the school or program knows exactly how the program got its start, but several employers have been participating in the program for thirty or more years. The size of the program has remained fairly constant throughout the years, but the program's target population appears to have undergone a change from relatively high-level students (in years gone by) to students with academic and other problems (today). Whether this was by design or a result of changes in the characteristics of Rabouin's enrollment was not known.

Student Eligibility

All students enrolled in the school were eligible to apply for the program; in other words, there appeared to be no eligibility criteria. However, school counselors reported that the program was reserved mainly for the "poorer students," or those who lacked expertise in such skills as typing, shorthand, and mechanics. It also appeared that many of the students enrolled in the program lacked skills in reading and basic arithmetic.

Program Structure

Students spent their mornings in school and their afternoons on the job (if they had jobs). Their classwork consisted of one distributive education class and two classes in courses required for a high school diploma. Students averaged 24 hours a week on the job and five hours in the cooperative (distributive education) class.

Job Development

Because the program had been in operation for 33 years, it was well known by a group of employers who, throughout the years, had been providing work stations for students enrolled in the program. Job development, therefore was not considered a priority activity -- jobs were always on file. According to the coordinator, however, many of the jobs placed by employers required skills which his students did not have, with the result that there were always periods when some students would not be working. In addition, layoffs or firings were frequent, which resulted in students moving from job to job. Some students held as many as four jobs during the course of a school year. The coordinator said that his problem was not in "developing jobs" per se, but in developing "suitable" work stations for his students; that is, low-skilled, entry-level jobs.

Instruction

The curriculum at Rabouin was geared more to classroom lectures and written work assignments than to group discussions, simulated interviews, and laboratory work (there was very little equipment available for lab work, although there were some display cabinets). One of the major assignments students had to complete during the course of the school year was a research paper on one of approximately thirty distributive education topics (e.g., "The Elements of Retail Promotion," "Principles of Design," "Advertising Media," "The Buyer and His Job," "The Basis for Credit," and the like.) World of work subjects covered included: preparing for the interview, grooming for the job, and the preparation of resumes.

Classroom training and job placement were limited because some of the students enrolled in the program could not multiply by two or divide by two or three. Yet, at the time of the site visit, no remedial education was built into the program.

Student Evaluation

Students completed weekly tally sheets of jobs held, hours worked, and wages earned. These, together with "job progress reports," completed by employers and signed by both students and employers, formed the basis for grading students on the work experience component of the program. Overall student grades were computed by averaging classroom and work experience grades.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator, who had several years' experience in journalism and public relations before becoming a teacher, had been with the program for less than a year. In addition to coordinating the activities of the distributive education cooperative program, he was required to teach four classes, two in the morning and two in the afternoon (one was the distributive education cooperative class). He did not have his own classroom, office, or telephone. Thus he had neither the time nor the facilities to make necessary revisions in the program, visit job sites on a regular basis, or engage in extensive public relations or job development activities.

Counseling

The ratio of students to counselors at Rabouin was approximately 175:1; thus counselors had little time to devote to extensive personal guidance and counseling activities. Their main responsibility was scheduling, and most of the students in the distributive education cooperative class were referred to the program by counselors. According to one counselor students who appeared to have no "vocational direction" were referred to the distributive education cooperative program. Those referred who did not find the program to their liking could appeal the counselor's referral, but unless there was clear evidence that the appellants could "keep up" with students in more advanced classes, their appeals were turned down. Of course, in the ordinary course of his duties, the coordinator counseled cooperative students but because of his multiple responsibilities, such counseling was generally restricted to students who were having either classroom or on-the-job problems.

Promotion and Public Relations

Since the counseling staff assigned students to the program, there was no need to publicize the program within the school. Employer promotion was inhibited by the lack of time available to the coordinator to engage in such activities.

Advisory Committee

The program had no advisory committee. A citywide advisory committee on distributive education, composed of employers, coordinators, and LEA officials, met twice a year to develop policies

and procedures for the overall LEA distributive education program, but it did not address itself to specific programs in the schools.

Work Stations

Sixty percent (fifteen) of the students enrolled in the program were not working at the time of the site visit. Of the ten students who were working, most were employed in clerical, sales and service occupations. The average hourly wage was $2.02.

The students rated job satisfaction and level of responsibility above the average for the total sample of participating students, but supervision on the job and overall quality of work stations below average (Table 4-1).

TABLE 4-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	69.7%	59.6%
Mean job satisfaction	78.9	70.1
Mean training and supervision	5.4	5.6
Mean overall work stations	4.9	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Less than a third of the students (30 percent) said that the program helped them decide on a career. Approximately half

said they expected to find full-time jobs in the same occupational areas as their school jobs.

Completion, Placement, and Follow-Up

Completion, placement, and follow-up records were not kept, nor was such information available. School placement services outside the program likewise were not available.

5

TRADE AND INDUSTRIAL COOPERATIVE EDUCATION

WESTERN HIGH SCHOOL

DETROIT, MICHIGAN
Population: 1,511,000

PROGRAM DESCRIPTION

The formal objectives of the trade and industrial cooperative program at Western High School were: to develop basic, salable occupational skills; to provide an actual work setting in which these skills can be practiced; to help students explore and choose occupations; and to supplement student incomes while they are in school. Because of the severe economic constraints that both the city and the board of education were under, the program's focus was generally limited to providing students with school credits for jobs they held.

Program Participants

There were fifteen students -- all male -- participating in the program, five black, five white, and five Spanish-surnamed. More than half were seniors, and all but one (fourteen) of the

participants were interviewed. Because of the difficulty in locating work stations, the number of students, although it fluctuated during the school year, was considerably less than the planned enrollment of 25. If students were laid off, and they or the coordinator could not locate other work stations, they were transferred to other vocational education programs; thus all participants were working.

Program Setting

Western High School is located in southwest Detroit in an economically deprived residential district. However, the school draws its students from several different ethnic neighborhoods, and thus is fully integrated. The school itself is well kept, well lighted, and well patrolled. (The Detroit police department stations officers in all high schools.) Because of the declining number of school-age children in the area, the school is not overcrowded; in fact, it could easily accommodate a larger number of students.

The automobile industry, which is related to almost every aspect of Detroit's economic life, suffered severely from the recession. Detroit's unemployment rate rose from 7.3 percent in September 1974 to 16.4 percent in February 1975. In addition, the city has suffered a steady loss of business and middle-class population to the suburbs and, as a result, is experiencing a loss in jobs and financial resources. The severe economic situation appeared to be a major cause of the difficulties faced by the cooperative program.

Program Administration and Organization

The Detroit LEA's vocational education department is organized so that there is a supervisor for each occupational area. The trade and industrial supervisor has overall responsibility for all trade and industrial programs, including cooperative education programs in the LEA. The Western High School coordinator reports to the LEA's trade and industrial supervisor. In addition, Western High School itself has a vocational education department; thus the coordinator is also responsible to its director. It appears that the LEA supervisor is concerned primarily with the content of trade and industrial courses, while the on-site department head, who reports to the school principal, deals with more general, school-related matters.

The program described in this case study is under the direction of a single coordinator who is allotted eighty minutes a day for his cooperative responsibilities.

Program History

Cooperative education classes were first instituted in Detroit in 1928 at the request of a group of Detroit business leaders. The concept spread to several high schools, including Western, within the last fifteen years. The program at Western High School was started through the initiative of the LEA's central office.

Student Eligibility

The program had no entrance requirements or formal recruitment procedures. Most students were referred by vocational education

teachers, counselors, and friends. When students applied directly to the program, or were recommended to it, they were required to fill out an application form that was submitted to the coordinator for evaluation. Many students were referred to the program because they already had jobs. These students received priority in the selection process.

Upon receipt of student applications, the coordinator reviewed applicant grades and attendance. Although he attempted to enroll students with "C" or better averages, his final selection was based primarily on student enthusiasm and other qualities (such as positive attitudes toward work) that he tried to identify through personal interviews with all applicants.

Program Structure

The structure of the program was informal. The instruction students were receiving in school was not necessarily related to their on-the-job experience, and there was no "cooperative class." Such a class existed several years ago, but had to be cut because of budget limitations. Thus the program fitted more the definition of "work experience" than "cooperative work education."

The coordinator tried to visit all students on the job, but with only eighty minutes a day to administer the program, he was not always successful. Students who were not visited on the job were called in periodically for conferences with the coordinator.

Job Development

The development of work sites in Detroit was particularly difficult, and as noted previously many students found their own

jobs. However, the coordinator devoted a portion of his daily eighty minutes to job development, and when his efforts were successful, he would refer two or three students to the employer for interviews. If students were not hired, he would call the employer to determine why.

Instruction

There was no related instruction.

Student Evaluation

Employers, who filled out rating forms twice a semester, were responsible for determining the quality of student work and their subsequent grades. All students who worked for fifteen weeks received school credit. Those who did not work fifteen weeks might or might not receive credit at the discretion of the coordinator.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator had been with the program for two years. Previously, he was a teacher in the Trade and Industrial Department. Prior to becoming a teacher, he was employed in the industry as a tool and die maker and draftsman. As with all coordinators, he was vocationally certified, and his major school responsibility was teaching courses in machine shop and drafting.

Because of the limited time available to administer the cooperative program, the coordinator had to spend some of his other "regular" time on preparation and paperwork. To accomplish this, he had the use of the school office phone for one hour each morning.

Although faced with what seemed to be insurmountable problems, the coordinator was convinced that cooperative work education was a viable alternative and adjunct to regular vocational education, and within the limitations -- both economic and time available -- imposed upon him, he was obviously committed to making the trade and industrial program as good as it could be.

Counseling

There were from twelve hundred to thirteen hundred students at Western High School for whom there were four counselors. All students, including those in cooperative programs, were assigned alphabetically to counselors.

Promotion and Public Relations

When one considers the economic problems in Detroit and the limited resources available to the school, it is not surprising that there were no formal promotional or public relations activities. The school newspaper often had articles about cooperative programs, and the coordinator informed counselors, teachers, and his students of the program. Beyond this, there was little or no public relations.

Advisory Committee

The advisory committee for this program met once a year; its membership included members from business, industry, and school

administration, but there was no labor representation. The committee impact on the program appeared to be negligible.

Work Stations

Because of the scarcity of jobs, almost any job acceptable to students was acceptable to the coordinator. Thus the work stations were diverse in nature and were in many occupational areas. Five of the students interviewed were in such blue-collar occupations as structural work, benchwork, machine operator, and processing; three were employed in food and beverage preparation and protective services; and six were employed in such diverse occupations as packaging and materials handling, transportation occupations (porters), and entertainment and recreation.

Students rated job satisfaction slightly higher than the average for the total sample, but rated job responsibility below average. Training and supervision on the job and overall quality of work stations were rated average (Table 5-1).

Career Goals

Of the participating students, 69 percent believed that the program helped them decide on a career, and a little more than half of the students (57 percent) expected to seek full-time jobs in the same occupational areas as their student jobs.

Completion, Placement, and Follow-Up

Over three-quarters (80 percent) of the enrolled students completed the program in 1973-74. Of those, 50 percent were employed. The program experienced a dropout rate of 20 percent for this same

TABLE 5-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	51.6%	59.6%
Mean job satisfaction	71.8	70.1
Mean training and supervision	5.6	5.6
Mean overall work stations	4.9	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

time period. The coordinator believed that few students remained with their jobs after graduation. He did not formally assist in further placement activities, but did provide recommendations. The coordinator was required to do follow-up at the end of one and three years. However, responses to telephone calls and letters were difficult to obtain because of the problems in locating former students.

6

COOPERATIVE OFFICE EDUCATION

PATRICK HENRY HIGH SCHOOL

MINNEAPOLIS, MINNESOTA
Population: 434,000

PROGRAM DESCRIPTION

The purpose of cooperative office education programs, as stated in guidelines issued by the Minnesota Division of Vocational Education, is "to prepare certain high school students vocationally for initial office jobs." At Patrick Henry High School, this purpose was expanded to include the provision of world-of-work instruction as well as skills training, both adapted to meet the individual needs of students.

Program Participants

Although the program was open to all students majoring in business and office occupations, a special effort was made to enroll students who were having problems in school. Nevertheless, the program's enrollment reflected the total of the school's female vocational education enrollment. Of the 35 students enrolled,

all were white, 31 were women, and all were seniors. Twenty-nine of the participants were interviewed.

Program Setting

Patrick Henry High School is located in a working-class neighborhood in north Minneapolis. The school is a major neighborhood institution, and its central thrust reflects and reinforces the values and attitudes of the people who live in the neighborhood, most of whom do not expect their children to go on to college (only 20 percent of Patrick Henry students go on to higher education). Educational programs which are related to work experience, therefore, are highly prized by both students and their parents.

Increases in enrollment have necessitated the use of three temporary buildings that are separate from the main school buildings. The offices of the school's cooperative coordinators are located in one of the temporary buildings, but classes are conducted in another building which is also far removed from the school's regular class activities. The cooperative facilities have recently been renovated, but the program could use additional and more up-to-date equipment and a room wired for electric typewriters.

Rising unemployment in Minneapolis has not had an adverse effect on cooperative office education programs. Apparently the demand for office workers has remained constant throughout the recession.

Program Administration and Organization

In the Minneapolis LEA, the director of vocational technical education and his assistant for operations were responsible for

cooperative education programming. Consultants under their supervision were assigned to each of the traditional vocational education occupational areas. The consultant for business and cooperative education was directly responsible for the Cooperative Office Education Program at Patrick Henry High School.

The principal functions of the LEA were to organize and sponsor citywide advisory boards in each occupational area, certify teachers (and coordinators) and distribute funds (including the LEA's share of federal funds earmarked for work study and cooperative education programs). Regulations regarding cooperative work education programs were promulgated by the state and monitored by the LEA.

The program at Patrick Henry High School was administered by one full-time coordinator who was responsible for two classes of students in cooperative office occupations. One of the school's five counselors was assigned to all students enrolled in cooperative programs. The coordinator was employed by the high school and therefore reported to the principal, but she -- and all other business occupations cooperative coordinators -- was also supervised by the LEA's consultant for business and cooperative programs.

Program History

Cooperative work education programs have had a long and successful history in Minneapolis, but in 1967 the emphasis shifted from diversified programs to programs in specific occupational areas. The shift occurred because of regulations promulgated by the state, which required that in order to qualify for state aid (which in effect meant additional coordinators), cooperative programs be

in specific occupational areas. The Patrick Henry Cooperative Business Occupations Program was preceded by a diversified program, which in 1957 was replaced with several single occupation programs, one of which was the business occupations program. Enrollment in the program has remained constant since its initiation in 1957.

Student Eligibility

The program was restricted to seniors, but not necessarily to those seniors who met minimum requirements in grade point averages or in office occupations skills. The counselor assigned to cooperative work education students referred students who were having problems in school to the coordinator. The coordinator interviewed the students mainly to determine whether they would be interested in a program which included a work experience component, and whether such a program might make a difference in their school performance. Final selections were made by the coordinator in consultation with the cooperative counselor.

Program Structure

The program was one of five courses constituting a normal class load. The typical student would spend ten hours a week in academic classes, five hours in vocationally related classwork, and twenty hours on the job (usually in the afternoon).

Job Development

Preliminary job development, i.e., contacting employers and requesting work stations, was a responsibility of the LEA advisory committee. Lists of employers who expressed an interest in the

program were provided to coordinators in all skill areas. Before the beginning of the fall semester, coordinators contacted employers on the list in an attempt to develop work stations for their respective students. The same lists went to coordinators in each occupational area; thus the Patrick Henry office occupations coordinator was in competition with office occupations coordinators in other schools (both urban and suburban). The coordinator claimed, however, that there were more than enough jobs to go round and that she had not had difficulty in developing work stations for her students.

Employers entered into signed agreements with students, parents, and the coordinator, specifying the obligations of the involved parties (including the wages to be paid and the training to be provided by the employer).

Generally, the coordinator referred two students, each with an introductory card, to prospective employers. The final selections were made by the employers. Students were not encouraged to find their own jobs. Jobs obtained by students on their own (a small minority) first had to be approved by the coordinator and the same written agreements between employers and students, parents, and the coordinator had to be signed.

Instruction

The coordinator developed exercises both for individuals and for the two classes in general which -- based on student interviews, observations of students at work, and employer weekly reports -- would improve their job performance. The exercises related both to world-of-work and skill subjects. The students

interviewed rated integration of classwork and on-the-job training below the average for the total sample of participating students.

Student Evaluation

Each week students returned to the coordinator weekly reports on hours worked and wages earned, signed by their employers. Each trimester, employers submitted student work evaluations directly to the coordinator. Grades were based on employer assessments and student performance in the classroom. Grades were based primarily on "student progress" rather than on standards of performance.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator, who had been employed at the program's inception in 1957, spent 100 percent of her time administering the cooperative office occupations program. She was responsible for all aspects of the program except counseling. Although she had been employed previously in office occupations, she had been out of the labor force for many years before returning to work as a teacher-coordinator. She was selected for the job mainly because it was felt that she had the right temperament and personality to deal with problem students.

Counseling

The school had five counselors, one of whom was assigned full time to students enrolled in work education programs.

Advisory Committee

The advisory committee was organized by the LEA on a citywide basis. This arrangement avoided duplication and provided access to employers at higher levels than would be possible for individual coordinators. The committee for business and office education had seven members, including five employers. The committee assisted the LEA office occupations consultant in preparing lists of potential employers which were distributed to the LEA's office occupations coordinators. The committee also recommended policies to employers, especially on the pay and promotion of students, and fed back to coordinators employer evaluations of programs and student performance. The committee also helped to arrange career days and field trips and to schedule outside speakers into the classroom.

Work Stations

Students submitted to the coordinator at the beginning of the fall term their first and second choices for jobs in the office occupations field. The coordinator attempted to satisfy student first choices, but if this was not possible in all cases, she was almost always successful in satisfying their second choices. Through conferences with employers, she tried to develop work stations that would develop into full-time jobs, with opportunities for advancement, after students had graduated from high school. Students were earning an average wage of $2.27 an hour.

Twenty-six of the students interviewed were in clerical positions and three were in sales and service jobs. They rated job satisfaction, job responsibility, and overall quality of work

stations below the average for the total sample of participating students, but training and supervision on the job above average (Table 6-1).

TABLE 6-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	54.8%	59.6%
Mean job satisfaction	69.2	70.1
Mean training and supervision	5.7	5.6
Mean overall work stations	4.8	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Over three-quarters (77 percent) of the students interviewed said that the program helped them to decide on a career, and 73 percent said they expected to find full-time employment in occupations similar to their school jobs.

Completion, Placement, and Follow-Up

The coordinator conducted a mail follow-up survey of students enrolled in the previous year's program each fall. Of those enrolled in the 1973-74 program, all completed the program;

83 percent were employed, all in training-related jobs. The coordinator explained that most of the students remained on their school jobs (on a full-time basis) after completing the program.

7

DISTRIBUTIVE EDUCATION

WEST SIDE HIGH SCHOOL

NEWARK, NEW JERSEY
Population: 382,000

POPULATION DESCRIPTION

The Distributive Education Program provided students with the basic skills needed for employment in the field of retailing. The program included not only subjects such as how to use a cash register, set up a display case, deal with customers, and so forth, but also focused on exposure to the world of work, work experience, and to the development of personal attitudes and attributes that would make students more employable. The program was classified as a general occupational program; the area of sales was the largest single occupational component.

Program Participants

The program was not aimed at a specific target population; its enrollees constituted a fairly representative cross-section of West Side High School's student body as a whole. However,

because the school serves an economically disadvantaged neighborhood, many of the students enrolled in the program could be classified as disadvantaged. Of the 75 students enrolled, 51 were juniors, 24 were seniors, fifty were women, and all but one were black. Thirty of the 75 students were interviewed.

Program Setting

The school is located on the main street of an economically depressed residential area near the center of Newark. The neighborhood consists of two-story houses, some apartments, and a scattering of small businesses. The school itself is an old three-story, traditional high school that has been maintained reasonably well. The program's facilities consist of an office with an adjoining classroom.

The unemployment rate in Newark has risen sharply, and this rise has had a negative effect on the Distributive Education Program. The coordinator noted that the retail industry is extremely sensitive to changes in the economy and that entry-level jobs (i.e., those jobs which the students were most likely to get) were often the first to be eliminated.

Program Administration and Organization

The Distributive Education Program was one of twenty cooperative programs operating in Newark. Programs including West Side's program which received special funding (i.e., funding from sources other than or in addition to regular local school monies) were under the supervision of the Bureau of Practical Arts in

the district's central office. The bureau was responsible for ensuring adherence to state regulations, appropriateness of funding, and on-site supervision. Within the school's administrative structure, the Distributive Education Program was part of the Business Department.

The program was administered by a full-time teacher-coordinator responsible for 75 students in three classes.

Program History

The program was conceived by the district vocational education office responsible for funded programs. The director of that office worked with the distributive education instructor at West Side High School -- who later became the coordinator of the newly funded program -- to prepare a proposal for submission to the New Jersey State Vocational Education Department. The state accepted the proposal and provided 100 percent funding for the first year of operation (school year 1971-72). The state furnished 75 percent funding for school year 1972-73, and 50 percent funding in 1973-74. Although state funding was available for 1974-75, there was concern that it might be eliminated entirely in future years.

The program began in 1971 with seventeen students. It expanded over the succeeding years to 75 students in three classes during the 1974-75 school year.

Student Eligibility

All juniors and seniors were eligible to apply for admission to the program. Since many more students applied than could be

accepted (in 1973, 171 students applied for 64 positions), a screening process was used. The coordinator examined the students' absentee rates and the number of course failures to date. Grades were not a consideration. Through interviews with the applicants and consultation with the guidance office, the coordinator made judgments about the students' level of interest and motivation, and selected those applicants he felt could most benefit from, and succeed in, the program.

Program Structure

Students spent one 45-minute period each day in a distributive education class taught by the coordinator. In addition, they worked for fifteen to twenty hours each week at their cooperative work stations. Students also were enrolled in the regular academic classes required for graduation.

Job Development

The intensive job development efforts made by the coordinator in the early years of the program proved so successful that he no longer needed to search for jobs. His system of going directly to chain store executives to obtain work stations at their retail outlets provided a pool of employers who now call regularly requesting cooperative students. The only problem concerned the hours students were available for work; most students were in school until 1:00 p.m. -- retail stores close at five. Thus, students were not available a sufficient amount of time to be useful to the employer. In order to solve this problem,

the coordinator developed work stations with supermarkets which remain open until late in the evening.

Instruction

The instructional goals of the program were to develop positive attitudes and strong motivation toward work and careers, to introduce students to the world of work, and to provide some basic training in the skills of retail sales. The students rated the integration of their school work to their on-the-job training above the average of the total participant sample.

The coordinator prepared students for employment through career orientation, development of decision-making skills, simulated job interviews, and a variety of individual projects. There was a considerable amount of club activity associated with the classes, and several students had responsibility for collection of dues and organization of club activities.

Training in sales included direct work on a cash register, making change, setting up display cases, and simulating sales techniques with mock customers. Often if an employer requested a student with a particular skill, the coordinator would train one of his students specifically for that job.

The coordinator had developed a large supply of materials covering the full range of topics in the class. In addition, he had collected training manuals and tests from many stores in the Newark area, which were useful in orienting students to the specific skills they needed to learn for certain employers.

Evaluation

Employers were asked to complete detailed evaluation sheets on their students for each grading period. Students were rated by employers on such traits as attitude, dependability, and quality of work. These reports were combined with the coordinator's evaluation of in-class performance to produce an overall grade for the program.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator was responsible for all aspects of the program. He taught the program's three classes, developed cooperative work stations, screened program applicants, placed students on the job, coordinated their work experience with frequent visits to employers, evaluated their performance, provided most of their counseling, and carried out a follow-up survey. He also devoted a considerable amount of time to developing materials for his classes.

He received no special training to qualify as a coordinator but he worked for many years in the industry and for three years as a distributive education teacher before becoming a cooperative education coordinator.

Counseling

The bulk of personal and vocational counseling for cooperative program students was provided by the coordinator. Formal academic counseling was conducted by the school counseling service.

The coordinator and the counseling service worked closely together on the screening and selection of new students for the cooperative program. In addition to the regular counseling service, the coordinator used an informal group called the "D.E. Mothers." They were available as needed to help with problems calling for informal and personal counseling.

Promotion and Public Relations

The distributive education students publicized the program within the school by going to all home rooms with pamphlets, publicity, and applications. The effectiveness of this effort can be assumed since nearly 50 percent of the participants interviewed at West Side High School said that they had learned of the program from friends.

Outside the school, the coordinator spoke before trade groups and made regular contact with the Newark Chamber of Commerce, the Equal Opportunities Board, and the board of education. The students in the program and the coordinator also arranged and financed an annual banquet for employers, students, local officials, and other important local figures.

The Distributive Education Sales Club which was made up of students from the program, sponsored a variety of sales throughout the year, helped with the employer banquet, and in general was well known in the school.

Advisory Committee

The advisory committee was made up of cooperating employers. It was loosely structured, and its members were primarily contacted

on an individual basis to assist in job development and general employer promotion. The committee met informally once a year.

Work Stations

The coordinator met with potential employers to determine the scope of jobs, the skills needed, the work environments, and the general attitudes of employers toward employees.

On the basis of this and student information, the coordinator selected and referred students to job openings. Students had no formal input into this process, but could choose not to accept particular positions. The coordinator visited each work site about once every two weeks. On a day-to-day basis, students were usually supervised by store managers.

The jobs were usually entry level and were not expected to provide advance or permanent employment. When students graduated, other cooperative students were placed in the work stations.

All students joined the union through a special arrangement that the coordinator had developed with the retail trades union. As a result, they were covered by some union benefits and were paid union scale. Forty-three percent (thirteen) of the students worked in sales occupations, 20 percent (six) were in clerical, 30 percent (nine) in miscellaneous, and seven percent (two) were unemployed.

The students rated job satisfaction, job responsibility, training and supervision, and the overall quality of the work stations below the average of the total sample of participating students (Table 7-1).

TABLE 7-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	55.8%	59.6%
Mean job satisfaction	65.0	70.1
Mean training and supervision	4.9	5.6
Mean overall work stations	4.6	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Eighty-four percent of the students who were interviewed said the program helped them decide on a career, and 72 percent expected to find full-time jobs in the retail sales field.

Completion, Placement, and Follow-Up

Each year the coordinator conducts a follow-up survey of those who completed the Distributive Education Program and graduated from school the previous year. Of those enrolled in the school year 1973-74 program, 76 percent completed the course, all of whom were employed, 82 percent in training-related occupations.

8

COOPERATIVE EDUCATION: OFFICE OCCUPATIONS

THEODORE ROOSEVELT HIGH SCHOOL

NEW YORK, NEW YORK
Population: 7,895,000

PROGRAM DESCRIPTION

The cooperative education program at Theodore Roosevelt High School was a self-contained program of classroom training and on-the-job experience for high school juniors and seniors. It was designed to prepare students for post-high school employment in a variety of office occupations. However, a large number of the participants were working in other occupational areas, particularly distributive education.

Program Participants

There were 178 students in the cooperative education program at Theodore Roosevelt High School; 53 percent juniors and 57 percent seniors. Fifty-five percent were Spanish-surnamed, 35 percent were black, 10 percent white, and 61 percent female. The program's ethnic mix reflected that of the school's overall student body. A total

of 26 students enrolled in the program were interviewed in conjunction with the study. There was no specific "target group"; the program admitted any student who met the program's eligibility criteria and who, in the opinion of program personnel, could be placed in available work stations.

Program Setting

Theodore Roosevelt High School is an old but well maintained school located in an ethnically mixed neighborhood. The school's broad range of office equipment afforded students exposure to the different machinery used in modern offices.

Although for obvious reasons New York City is an ideal location for the promotion of cooperative work education programs in the field of office occupations, a climbing unemployment rate (over 11 percent at the time of the study) and a trend toward corporate decentralization (causing the movement out of the city of corporate headquarters) have had an adverse effect on the city's cooperative work education program in general and the office occupations program in particular. Enrollment in cooperative programs continued to increase during 1974-75, primarily because of increased job development activities. However, staff at the city's central cooperative education office expressed concern that unless there is an economic turnabout, the program's growth will be severely curtailed.

Program Administration and Organization

All of the city's high school cooperative programs are administered by a central board of education agency -- the Bureau

of Cooperative Education. The bureau is responsible for job development, job placement, maintenance of records and statistics, supervision of on-the-job training, and screening of all students before they are referred to employers.

The central bureau is headed by a director who reports to the city director of career education. The bureau director has a staff of five coordinators and five job developers in the central office, four borough coordinators who supervise the activities of school coordinators, and 118 coordinators in the city's high schools.

At Theodore Roosevelt High School, two school coordinators supervised the school-related activities of 178 cooperative students. The cooperative program, including all in-school classes, operated separately from the rest of the school. Cooperative students attended special classes and were not enrolled in the school's regular classes.

Program History

Cooperative education has existed continuously in New York City since 1915. In 1916, there were eleven participating schools. By 1975, there were more than ten thousand students from 85 schools participating in the program.

At Theodore Roosevelt High School, an office cooperative program was started in the accounting department in the 1930s, but it lasted only a few years. The present program began in the early 1950s and was divided into two separate sections, one in the accounting department and one in the stenography department, each with its own coordinator, classes, and reporting systems.

In the mid-1960s these two programs were consolidated into a single office occupations program that has continued to the present.

Student Eligibility

In order to become eligible for the program, students had to be sixteen years of age and able to graduate from high school on schedule. "Eligible" students who applied for entrance to the program had to meet additional criteria, including: good attendance records, minimum levels of proficiency in typing and other skills, and acceptable reading levels, and had to be judged appropriate (by central office staff) for employment in available work stations. As work stations became available, eligible students were called to the central office for screening before they were referred to employers. If they were accepted by the employers, they were enrolled in the program.

Program Structure

Five different types of cooperative arrangements were in operation in New York City at the time of this assessment. Most of the city's cooperative students alternated one week in school and one week on the job. Others, however, went to school half-days and worked half-days, and still others alternated on bi-weekly, monthly, or full semester basis. Students who alternated between full-time school and full-time work (e.g., on a semester basis) attended special double-time classes during the periods they were in school. Thus they were able to meet all requirements for a high school diploma while at the same time working half-time.

Regardless of the work-school alternating structure, most students shared a full-time job with other students (not necessarily from the same schools). The program at Theodore Roosevelt High School operated on a one-week alternating schedule.

Job Development

Central office job staff were responsible for developing new work stations and assessing the quality of existing work stations. Initial placements to new work stations were also made by the job development staff. Subsequent placements were made by central office staff coordinators. School coordinators were not involved in the job development and placement process.

Instruction

Cooperative students at this high school took the same required courses as those enrolled in the regular program (but in separate classes): English, social studies, art, and music. As office occupations "majors," they elected specific courses, such as stenography, typing, bookkeeping, and so on, according to the specific areas in which they wanted to concentrate. The students who were interviewed rated the integration of classwork with on-the-job training below the average given in this category of all participants interviewed in the thirty programs. This may have been due to the large number of students employed in nonoffice occupation jobs, which in turn may have been attributable to the adverse economic conditions existing in New York City.

Student Evaluation

Students received one credit per term for supervised work experience. Over the course of their two-year participation, they could achieve a maximum of four credits toward their high school diplomas.

Employers rated students on attendance, punctuality, ability to follow instructions, and job performance. The school coordinator converted the employer ratings into "work experience grades."

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

At the central office, there were "staff" coordinators, who interviewed students and coordinated placements between employers and schools, and "job development" coordinators, whose primary responsibilities were to develop new job openings and make initial placements of students in these openings. Each borough in the city also had a coordinator who operated as a liaison between the central office and local school coordinators. They served to decentralize supervision and to make possible closer assessment of the performance of school coordinators.

At Theodore Roosevelt High School, there were two coordinators who worked together to run the cooperative program that covered the office occupations area. The chief school coordinator, who had been a cooperative education coordinator for fifteen years

and, before that, a vocational instructor, was responsible for recruiting students, administering screening and qualification tests, and counseling students on career objectives. In addition, during each term, groups of school coordinators from around the city met with some of the cooperative program employers to discuss general work-site and student questions. In addition to her program duties, the chief coordinator at Theodore Roosevelt High School taught a physical education class.

In accordance with teacher-union agreements, coordinators were selected from the regular teaching staff in the appropriate occupational area on a rotating basis every six years.

Counseling

At Theodore Roosevelt High School, since all cooperative students were in a separate program, all counseling was performed by the school coordinators. Counseling was considered one of the coordinators' major responsibilities.

Promotion and Public Relations

New York City's cooperative education program is well publicized. Center staff have been successful in promoting newspaper and television coverage of the program, and the city's Cooperative Education Commission -- a citywide advisory committee made up of key industry, labor, and government officials -- has been extremely effective in promoting the program among employers and the general public. Job development coordinators have used newspaper solicitations and television public service announcements to attract new

employers. Center staff believe strongly that public relations activities have been a major factor in the program's survival and growth.

Central office coordinators visit (on a regular basis) stenography, typing, and accounting classes to explain the program. However, according to the students interviewed, most found out about the program from fellow students or through other informal means.

Advisory Committee

The New York City Cooperative Education Commission is an active group that meets six times a year to deal primarily with program promotion, the development of new work stations, and problems that arise in the area of citywide employer and labor relations. Center staff consider the commission an extremely useful group not only in the areas of public relations and job development, but also in helping to solve the inevitable labor-management grievances, related to cooperative education, that often arise in a large, highly unionized city.

Work Stations

Central office staff coordinators dealt with specific groups of employers. Students were placed in jobs on the basis of travel convenience and matching skills, although students with good attendance records and high test scores were generally given preference over those with poor to fair attendance records and low to average test scores.

Students who were sent out on job interviews, but were rejected by employers, usually had to wait until all other students with similar skills had been given the opportunity of a job interview before they were given a second opportunity.

All the students interviewed in the office program were working in clerical occupations as typists, file clerks, mail clerks, general clerks, and messengers. All work stations were formally assessed by job development coordinators before they were accepted as student work stations. The criteria were adequate supervision on the job, adequate safety standards, and the willingness of employers to employ students until graduation. Students in the program earned an average wage of $2.44 per hour.

Students rated "job satisfaction" above the mean for all the participating students in the study, but rated "level of responsibility" lower. "Training and supervision" was rated above average. "Overall quality of work stations" was rated slightly below average (Table 8-1).

Career Goals

Almost three quarters (72 percent) of the students responded that the program had helped them in making a decision on a career. A strong majority (64 percent) expected to seek full-time work in the occupational area in which they were working.

Completion, Placement, and Follow-Up

The central office conducts regular follow-up surveys of cooperative education graduates and keeps completion and placement

TABLE 8-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	53.9%	59.6%
Mean job satisfaction	71.8	70.1
Mean training and supervision	6.1	5.6
Mean overall work stations	4.4	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

records. A 1973 citywide follow-up survey indicated that 41 percent of all cooperative students who had completed their programs six months earlier, and who at the time of the survey were employed, were still employed in their high school jobs. With respect to the Theodore Roosevelt High School program, 96 percent of the students enrolled during school year 1973-74 completed the program. Slightly more than half the completers (57 percent) were employed, 77 percent in training-related positions.

9

COOPERATIVE EDUCATION

NEW YORK HIGH SCHOOL OF PRINTING

NEW YORK, NEW YORK
Population: 7,895,000

PROGRAM DESCRIPTION

The cooperative component of the program at the New York High School of Printing was a daily afternoon of work experience for about half the senior class. It was a continuation of the training they received in their shop classes during the previous three years, focusing on the practical, day-to-day concerns of the shop, and aimed at facilitating student movement into regular employment.

Program Participants

All seniors who had successfully completed their necessary shop classes and had not fallen behind in their academic requirements were eligible to participate in the cooperative experience. All students had already been through one rigorous, competitive screening for admission to the school, and in this sense were a

select group. There were 89 seniors who were out in cooperative placements. Thirty-seven percent were white; 34 percent Spanish-surnamed and 28 percent black. Ninety-eight percent were male. Twenty-five of the participants were interviewed.

Program Setting

The school was well equipped but had difficulty in keeping up with the rapidly changing technology of the printing industry. Two of its seven floors were occupied by the printing industry's apprenticeship school.

The school is located on the west side of central Manhattan, near the heart of the city's center. However, since the student body was drawn from throughout the city, the neighborhood did not influence the make-up of the school population.

Employment in the printing industry in New York has been declining for a number of years. Large firms in particular were moving from the city, thus contributing to a general drop in job and cooperative placement opportunities. At the same time, however, there has been an increase in small shops, generally non-union, and in-house printing operations. It was with the latter group of employers that most of the program's participants were placed.

Program Administration and Organization

This was one of the few cooperative programs in New York City in which the program coordinator was responsible for job development and job placement. In most New York City programs, central

office staff performed these functions. However, formally, the program coordinator's position in the city's overall structure was the same as that of other school coordinators; he was supervised by a borough coordinator who reported to the director of career education. In addition, of course, the coordinator was responsible to the principal administrator of the school in which he was employed.

The program was administered by a single coordinator who spent 80 percent of his time working on cooperative activities. There were no special cooperative classes. Thus the program consisted of a work experience component added to the student's regular classroom activities. The coordinator was responsible for job development, placement, counseling (for those in the cooperative component), and coordination of all employer-school-student activities.

Program History

The program has been in operation for about fifty years. It was initiated by the school district in cooperation with the printing industry and printing trades unions. Originally, the program was housed in actual printing shops that had been taken over by the school district. Both unions and printing trades employers were involved in establishing a special high school of printing in New York City. When the new facility was first built, indentured apprentices shared its shops with the regular high school students. Later, the programs were separated, but two floors of the school are still used exclusively by the union apprenticeship program.

Student Eligibility

Students were eligible to participate in cooperative work experience if they had successfully completed their first three years of shop classes, and if they could complete their nonvocational course requirements for graduation during their senior year. There were also informal eligibility requirements involving attendance records, student attitudes, and so forth. The coordinator said that the program received more requests for cooperative students than it could supply, primarily because of the high quality of students who were referred to employers.

Program Structure

During their senior year, students in cooperative education spent four hours in the morning in academic classes and approximately five hours each afternoon on the job.

Job Development

As mentioned previously, unlike the majority of programs in New York City, the coordinator of the printing trades program was responsible for job development. The decision to keep job development a school function was based on the close, direct ties the industry has always had to the school. Requests for cooperative placements exceeded the number of available eligible students. All eligible students were placed, and the coordinator drew on a post-graduate training program in an attempt to keep up with employer demand.

Once a request for a cooperative student was received, the coordinator consulted with the relevant shop teachers to determine

which of the eligible students was best qualified for the job. Occasionally, a student was tested on a specific piece of machinery in use at a particular work station. The most qualified of the eligible students were then referred to the employers.

Instruction

Prior to their senior year, students received thorough technical training in one of a variety of printing preparation and production occupations. The school was in the process of a major curriculum revision in response to the technological and conceptual changes that have taken place in the visual communications field during the last decade. It was proposing to add such skill areas as photokeyboarding, magnetic card systems, and graphic arts quality control and presentation. The primary thrust of this curriculum change was to broaden the scope of the school program beyond the traditional focus of printing production skills to include all of the technical skills involved in the visual communications industry. Such an expansion would add new areas of possible cooperative placement.

Student Evaluation

Students received regular shop credit for their cooperative work experience. Each semester, employers filled out evaluation cards on each student. So long as their performance was satisfactory, however, cooperative students received a grade for the experience; this grade was the average of their shop grades received during their ninth, tenth, and eleventh years.

prime source for entry workers. The New York City High School of Printing was in a sense the industry's school. One of the key elements of this relationship was the school's commitment to providing employers with highly skilled and motivated students. Because of this commitment, the High School of Printing's cooperative students were much in demand.

Advisory Committee

In addition to the citywide "commission" described in the case study for Theodore Roosevelt High School (chapter 8), the school had its own advisory board made up of union and industry representatives. The committee met monthly and advised on such schoolwide matters as the new curriculum revisions. It did not address itself specifically to the cooperative component of the school's program, although it was a resource that could be used if a need for employer promotion arose.

Work Stations

Employers generally requested cooperative students with specific skills; e.g., letterpress operators. As a result, eligible students with the most appropriate technical skills were selected by the coordinator and shop teachers. To assure the best possible match, students were sometimes tested on specific types of equipment used on the job.

Seventy-six percent (nineteen) of the students were working on printing and paperworking machines such as off-press, photo setter, letterpress, and composition. Employers interviewed

indicated that they were always able to place cooperative students in higher skilled positions than "off the streets," entry-level employees. Students earned an average wage rate of $2.49 an hour.

Although students were placed in skilled jobs, they rated both their job responsibility and their job satisfaction below the mean for the overall student sample. The training and supervision and the overall quality of work stations were also rated below the average (Table 9-1).

TABLE 9-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	55.7%	59.1%
Mean job satisfaction	65.0	70.1
Mean training and supervision	5.2	5.6
Mean overall work stations	4.3	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

More than 80 percent of the students interviewed believed that their cooperative experience had helped them decide on a career. Almost three-quarters (72 percent) expected to find full-time jobs in the printing trades.

Completion, Placement, and Follow-Up

All of the students in the 1973-74 cooperative program completed their courses, and 42 percent of the completers were employed, all in training-related jobs. Many of the graduates took the apprenticeship examination and usually placed rather high on the selection list. There was no formal placement service, although the coordinator provided informal assistance to graduates without jobs. As was noted in the Theodore Roosevelt case study, the city conducted citywide follow-up surveys periodically.

10

OFFICE OCCUPATIONS COOPERATIVE PROGRAM

CENTRAL TECHNICAL HIGH SCHOOL

SYRACUSE, NEW YORK
Population: 197,000

PROGRAM DESCRIPTION

The primary purpose of the program was to provide "disadvantaged" students with an opportunity to learn business skills, at their own pace, through the use of individualized learning packets and through a work experience component. In addition, the program was designed to reduce absentee and dropout rates, improve student attitudes toward school, broaden student understanding of the world of work, and facilitate student transition from school to work.

Program Participants

As stated above, this was one of the few cooperative programs in the study sample that had a definite "target population." Yet it did not appear that there were any formal criteria for identifying "disadvantaged" students. The fact, however, that among the stated purposes of the program were to reduce absentee and dropout

rates and improve student attitudes toward school indicates that students with poor attendance records (or who were potential drop-outs) and poor attitudes were referred to the program. Of the 26 participants, 21 were seniors, 21 female, seventeen black, and eight white. Twenty of the 26 participants were interviewed.

Program Setting

The school is located in the heart of downtown Syracuse, within easy walking distance of most of the work stations. The convenience of this location made it possible for students to spend substantial time in school each day and still work a sufficient number of hours on the job. The school location also eliminated transportation problems. The coordinator expressed concern that an anticipated move (in the fall of 1975) to a new building some distance from downtown would create time constraints and transportation problems not presently existing.

Although the Syracuse unemployment rate rose recently to nearly 10 percent, "Central Tech's" office worker program had not suffered any adverse effects. This was primarily because most of the students were working with one employer, an insurance company, which had not been affected by the economic downturn.

Program Administration and Organization

The coordinator of the program at Central Technical High School was actually an employee of the school district's central office. She was also the coordinator of office occupations programs at the city's other three high schools.

At the school, a teacher taught one double class and one regular class of cooperative office students. She also taught regular office skills classes. The school's guidance counselor referred students to the program, and a local employment service counselor helped with post-program placement. The development of jobs, matching of students to jobs, ongoing coordination of the program, and general administrative and supervisory activities were handled by the coordinator.

Program History

The program was proposed to the school district by an insurance company in 1968 when the company moved a large portion of its operations to Syracuse. The company, which wanted to increase the percentage of its minority employees, had participated in a similar program in New York City before moving to Syracuse. In order to have a full complement of cooperative students, the local power company was also approached by school district personnel and agreed to participate. The program was initiated at Central Tech because the school enrolled a high percentage of minorities and was located only a few blocks from the company's building.

Prior to this program, there had been, and continued to be, cooperative education programs at Central Tech which operated on an after-school schedule. When this program was initiated, students alternated work and school on both a weekly and a daily basis. At the time of the on-site visit, students were alternating work and school on a daily basis only. The size of the program has remained unchanged during its seven years of operation.

Student Eligibility

All students who were in some way "disadvantaged" were considered eligible for the program. It was possible, though rare, that some students might be rejected on the basis of chronically poor attendance records or negative attitudes; however, every attempt was made to make room for such students, since the program itself was designed to improve student attendance records and attitudes toward school.

Program Structure

Each student spent half a day in school and half a day on the job. On a weekly basis, students averaged about eighteen hours of work, seven hours in related instruction, and seven hours in unrelated required courses.

Students who worked in the afternoon had a wider selection of classes available in the morning and were able to spend more time in related classroom instruction than students who worked in the morning and went to school in the afternoon.

Job Development

Because the two participating employers provided a sufficient supply of work stations for those enrolled in the program, and intended to continue their participation in the future, formal job development activities were not deemed necessary. The central office coordinator was responsible for placing students with employers at the beginning of each school year. Except for occasional placements that called for typing proficiency, skill level was

not usually a criterion in placing a student on the job. Employers placed job orders with the coordinator who, in turn, interviewed participating students and made referrals. Students were further screened by the employers, usually with general aptitude tests, before finally being placed.

Instruction

Students received individualized instruction in the classroom component of the program. Learning packets, which broke down the skills of specific occupations into "steps" or "modules," were used. Students could proceed at their own pace in advancing from lower to higher skilled modules. The program was well supplied with modern, up-to-date office machines and visual aids.

The packets covered such subjects as: accounting, record keeping, law, shorthand, marketing and merchandising, duplicating, secretarial practice, and legal transcription. Some of the units were required, but most were optional. Participating students rated integration of classwork and on-the-job training below the average for the total sample of participating students.

Student Evaluation

Students were evaluated each marking period by supervisors at their places of employment. Standard forms were filled out on all students. Students earned two units (the equivalent of two classes) for the successful completion of a year of cooperative work experience.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator of the office occupations program was responsible for cooperative programs at four different high schools. During the school year, she usually spent about one day a week at each school. Her responsibilities included: matching students with jobs, academic and personal counseling, employer relations, student-teacher relations (in the event that problems developed), record keeping (of student hours worked and wages), and whatever job development was deemed necessary.

Counseling

Cooperative students were assigned to a guidance counselor to meet academic and administrative needs; however, they were free to continue with their "pre-cooperative" counselor if they wished. Problems related to the job were usually brought to the coordinator or the office occupations teacher who referred them to the coordinator. An occupational counselor provided by the state employment service was also available at the school. Her involvement in the program usually consisted of referring appropriate students to the program.

Promotion and Public Relations

There was no systematic promotion of the program either outside the school or among potential students inside the school.

The reasons were that sufficient job opportunities were supplied by the original employers, and sufficient applicants were referred by the school counselors or, in some cases, by students already participating in the program.

Advisory Committee

There was a citywide advisory committee for occupational education, but it did not address itself specifically to cooperative education in general or to the office occupations program at Central Tech.

Work Stations

Students were matched by a subjective process based on jobs available, counselor's recommendations, and student interests. Occasionally, a requirement of typing proficiency entered into the process, but it was the exception rather than the rule.

Ninety-five percent (25) of the students were working in clerical occupations (general clerks, clerk-typists, terminal operators). The coordinator and the students reported that the jobs were generally entry level, with little opportunity for advancement, at least during the course of the program. Students averaged $2.19 per hour.

Participating students rated level of job responsibility below the average for the total participating student sample; job satisfaction above; training and supervision above; and overall quality of work stations below (Table 10-1).

TABLE 10-1

Student Attitudes*

Category	Participating Students: Case Study Sample	Participating Students: Total Sample
Mean job responsibility	52.3%	59.5%
Mean job satisfaction	71.0	70.0
Mean training and supervision	5.7	5.6
Mean overall work stations	3.7	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Over 60 percent of the participating students (62 percent) indicated that they believed their cooperative educational experience had helped them decide on a career. Seventy-six percent also reported that they expected to find full-time employment in the office occupations field.

Completion, Placement, and Follow-Up

Although the employment service counselor at the school helped graduates in finding jobs, no placement or follow-up records were kept. The state conducted a computerized follow-up of all secondary students, but no breakouts were available for specific programs.

11

DRAFTING
PATTERSON COOPERATIVE HIGH SCHOOL

DAYTON, OHIO
Population: 244,000

PROGRAM DESCRIPTION

As the name of the school implies, most students enrolled at Patterson Cooperative High School were in cooperative programs. The purpose of the drafting program was to provide students with occupational skills and work experience in the field of drafting. The program included courses required for high school graduation and, if students so desired, college-entrance courses.

Program Participants

The program was not designed to serve a particular type of student. Students chose to come to this school because they were interested in vocational training. They selected a program, or major, between their freshman and sophomore years. There were 28 students in the drafting cooperative program, sixteen of whom were seniors. Twenty-two of these students were white, six black, and 22 male. Ten of the participants were interviewed.

Program History

Patterson was established as a cooperative high school in 1914 by a group of Dayton industrial leaders. They had been introduced to the cooperative concept at the University of Cincinnati and thought that it could be applied at the high school level.

The school moved to its present location in 1954 and, in a recent reorganization of the city's secondary schools, merged with another high school. Over the years, Patterson has maintained a close relationship with the city's industrial employers.

Student Eligibility

Freshmen participated in a vocational exploration program, consisting of nine-week introductions to several vocational areas selected by the students. At the end of their freshman year, they chose a first and second "major." Each student was interviewed by the program coordinator. Normal requirements for entry into the drafting program were good grades in math and a good grade in the nine-week exploratory class in drafting. Following the interview, either the student or the coordinator could decide that the program was not appropriate for that particular student. This eligibility and selection process was a flexible one; within the framework of the program decisions were left to the coordinator's personal judgment.

Program Structure

Students were accepted into the drafting program at the end of their freshman year. They spent the next year taking drafting

classes and other related and academic courses. Beginning in September of their junior year, they were divided into two sections. Each student in Section I was paired with a student in Section II. These two students shared a full-time position. For a two-week period, the students in Section I were in school and the students in Section II were working full-time on the job. During the next two-week period, the situation was reversed.

Since virtually the entire school operated according to this structure, the fall school program of vocational, academic, and other classes was available to cooperative students. While in school, students took courses in drafting and in the various academic requirements needed for high school graduation. They also had room in their schedule for electives. If students planned to go to college, their noncooperative class schedule included college-entrance required courses. Flexibility in the scheduling of students, in spite of the amount of time spent on cooperative work, was possible because the school year ran from September through July, with only one month off (August) for summer vacation.

Job Development

Because the program was well established, there was no great need for job development activity. The coordinator occasionally approached employers who had not heard of the program. However, most of the placements were with previous cooperative employers. Several large employers in the area had made it a policy to hire a certain number of cooperative students each year. The only negative effect of the system was the occasional loss of openings

that occurred when graduates obtained full-time jobs with their school employers. However, this type of attrition did not appear to have significant effect on the overall supply of work stations.

Careful efforts were made by the coordinator to match the "right" student with the "right" employer. Some employers insisted on only top-quality students; to these employers only the best students were referred. If no "best" was available, no referral was made. Some employers preferred to choose from several candidates, and in these cases several students were referred for interviews. Other employers accepted without question the coordinator's referrals. Although job development and student referral had no formal guidelines, the coordinator emphasized that careful matching of students with jobs was crucial in maintaining good relations with employers.

Instruction

The drafting courses consisted mainly of individualized instruction with only occasional general lectures. Students worked through a series of "projects," with instructors providing individualized help whenever it was needed. Classes were taught by both the coordinator and the drafting instructor, but the coordinator was solely responsible for keeping the curriculum closely in touch with the changing needs of industry. Students in the Patterson program rated integration of classwork and on-the-job training above the mean for the total student sample.

Student Evaluation

At the end of each two-week period, employers were asked to rate the performance of their cooperative students. Students were rated on aptitude, quality of work, output, initiative, dependability, appearance, attitude, and cooperation.

The state of Ohio requires that every vocational graduate complete 540 hours of shop and 270 related subject hours. Because of the amount of time spent on the job, Patterson students could not possibly meet these hourly requirements. Patterson, therefore, had worked out a compromise with the state. No grade or credit was given for cooperative work experience. It was an implicit rather than a stated and recorded requirement of the program. On the other hand, student work on the job was included as part of the 540 required shop hours, and they received "shop" grades based on this work. Their specific vocational classes -- in this case, drafting -- were classified as "related study" and thereby satisfied the 270 hour requirement in that area.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

In order to be vocationally certified, a coordinator in Ohio must have either a degree in education and five years of experience in the trade or, in lieu of a degree, seven years of experience in the trade. At Patterson, the drafting coordinator was responsible

for normal coordinating activities. He screened applicants, was responsible for job development, and ongoing coordination between school, students, and employers. In addition, he provided counseling for his students, kept records of their progress, and helped placed them in full-time jobs after graduation. He also taught two sophomore drafting classes and was responsible for the administration of the department. He and the other coordinators at Patterson had control over program changes within their departments.

Counseling

There was a counseling center in the school that offered academic and administrative counseling and administered standardized tests, but the coordinator reported that he did not use it extensively. He carried out most personal and vocational counseling himself.

Promotion and Public Relations

No recruitment activities were needed to attract new students to Patterson. The school's reputation in the community was well known, and among employers it had a long-standing relationship which appeared to be as strong in 1975 as it was when the school was founded in 1914. According to the coordinator, it was the only high school in the city of Dayton to increase its enrollment in 1974.

Student vocational clubs publicized the program through employer recognition banquets and various vocational skills competition.

However, the focus in the Dayton school district was in promoting new vocational programs at other schools, rather than in the older, well-established schools such as Patterson.

Advisory Committee

The drafting program had its own advisory committee made up of five employers. They met with the coordinator annually. Their primary responsibility was to provide the coordinator with information about changes in the industry that would have an effect on the school's drafting curriculum.

Work Stations

All the students interviewed were working in drafting occupations. The average wage rate was $2.57 per hour. Students rated their work stations above the mean of all participating students (Table 11-1).

Career Goals

Eighty percent of the students reported that the program had helped them decide on a career, and 60 percent reported that they expected to find full-time employment in the field of drafting.

Completion, Placement, and Follow-Up

Ninety percent of the class of 1973-74 completed the program. Of these, 50 percent were employed, all of whom were in training-related jobs. Neither the school nor the program conducted formal follow-up studies of completers; but the coordinator, who helped place many students, said that he could locate most of his recent graduates.

TABLE 11-1

Student Attitudes*

Category	Participating Students: Case Study Sample	Participating Students: Total Sample
Mean job responsibility	68.5%	59.6%
Mean job satisfaction	78.2	70.1
Mean training and supervision	6.3	5.6
Mean overall work stations	5.6	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training and mean is based upon a 1 to 8 scale.

12

COOPERATIVE VOCATIONAL EDUCATION

CAPITOL HILL HIGH SCHOOL

OKLAHOMA CITY, OKLAHOMA
Population: 366,000

PROGRAM DESCRIPTION

The major purpose of the Cooperative Vocational Education Program, a two-year project in diversified occupational areas, was employability development. The program emphasized the development of skills needed for initial employment in almost any occupational area. Although the program was designed to extend over a two-year period, beginning in the junior year, in some cases, seniors who had not participated in their junior year were allowed to join the program.

Program Participants

A total of 44 students were enrolled, 27 of whom were interviewed. Although the program was not aimed at a specific target population, disadvantaged students, because of their limited exposure to the world of work, were encouraged to enroll.

Program Setting

Capitol Hill High School, formerly a predominantly white school, underwent a change in the characteristics of its student population over the past five years. The change was brought about by a federal court order on integration, and in response to the court order, an LEA-designed school integration plan. During the five-year period, the school's black population increased from 4 to 20 percent. With the addition of a ninth grade to the formerly tenth to twelfth grade program, Capitol Hill High School had, at the time of the site visit, the most balanced mixture of ethnic groups of any school in the Oklahoma City LEA.

The school, recently remodeled, is located in an old sturdy building near the Oklahoma state capitol. The mean family income of the neighborhood (from which the high school still draws a larger portion of its student body) is approximately $8,000 annually. Oklahoma City's unemployment rate in 1974 was 4.4 percent, over one percentage point below the national average.

Program Administration and Organization

The teacher-coordinator was one of several, each of whom had responsibility for a cooperative vocational education program on campus. Teacher-coordinators reported to a program school district coordinator and, in addition, to the school's administration. Rules and regulations for cooperative vocational education were developed by the Oklahoma State Department of Vocational Technical Education and were implemented at the local level through the Vocational Technical Department, Oklahoma City Public Schools, which also had responsibility for overall coordination of career

education. The district staff was responsible for program implementation, monitoring, review, and evaluation. Aggregate program records were maintained by the district office. The state required each school district to account for all students from the previous year at the beginning of each new year.

Program History

The program was established with Part G funds received through the cooperative amendment to the Vocational Education Act of 1968. The district vocational-technical office, in conjunction with the school, planned a cooperative program at the secondary level which would enable students to expand their vocational and career alternatives. At the outset the program was not considered a "status" course of studies by academic faculty and students, but from all indications, the program's success is now recognized by the entire faculty and student body. School administrators believe that cooperative programs have helped ease the problems of school integration.

Student Eligibility

To be eligible for the program, students had to be: (1) sixteen years of age and (2) in their junior or senior year of school. Students with cars or some other mode of transportation were often given preference because of the long distances that had to be traveled to work sites and the lack of adequate public transportation.

Applicants to the program filled out application forms and were interviewed by the teacher-coordinator. A review of applicant grade and attendance records was made, but grade point averages

were not considered in the selection process (although they might be considered in matching students with available jobs). What was important were student attitudes toward school and work and their willingness and ability to meet rigid schedules.

Program Structure

Work experience activity involved a minimum of fifteen hours and a maximum of forty hours per week. Ideally, students would spend a half-day in school and a half-day on the job, with the combined time in school and on-the-job not in excess of forty hours per week.

Job Development

All job development and placement was performed by the teacher-coordinator. Employers were contacted by telephone and by personal visits on a continuing basis. Often students were taken to interviews with prospective employers by the teacher-coordinator, and because of poor transportation, she often had to transport students to job sites. Jobs developed that were not appropriate for enrolled students were offered to qualified students outside the program. This extra effort enhanced the teacher-coordinator's reputation with employers.

Instruction

The classroom curriculum, developed by the state, included world of work subjects and business, mathematics, accounting and English. Although required to cover all the subject matter in the curriculum, the teacher-coordinator could adapt the materials

to the needs of individual students. Such flexibility was necessary because of the different occupational areas in which the students were working. Teaching materials (workbooks which proceeded from low to more highly skilled tasks) were geared toward individualized instruction and were designed to allow the individual student to proceed at his or her own pace. In completing assignments, students used a varied array of office machines and other kinds of equipment.

The world of work phase of the curriculum included the completion of job application forms, the preparation of personal resumes, and simulated job interviews.

The students interviewed rated integration of classwork and on-the-job training below the average for the total participating student sample.

Student Evaluation

Employers graded the on-the-job performance of students on assessment forms distributed by the coordinator. These grades, coupled with the coordinator's assessment of performance in the classroom (based on the successful completion of workbook assignments), formed overall grades for students in the program.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The teacher-coordinator, had been with the program since 1972 and had been teaching for a total of nine years. She was a full-time

teacher-coordinator with the following primary responsibilities: recruitment, selection, and preparation of individual course plans; academic, vocational, and personal counseling; cooperative job development, evaluation, and monitoring while students were on the job; tutoring; post-program job placement; and employer relations.

The cooperative vocational education teacher-coordinators had to qualify in one of the state of Oklahoma's recognized vocational areas. In some cases, a specified course in cooperative vocational education was required. In order to be certified by the state's Department of Education, teacher-coordinators were required to have bachelors' degrees and, within two years after employment, had to complete twelve semester hours in vocational courses. In addition, the coordinator was required to have two thousand hours of work experience accumulated in one or more occupational areas.

Counseling

Counseling for cooperative vocational education students was the teacher-coordinator's responsibility. She said, however, that because of her multiple responsibilities, she did not have the time to devote to counseling that she thought was necessary.

Promotion and Public Relations

The teacher-coordinator conducted both monthly workshops on campus with regular academic classroom teachers and similar meetings in other schools. Students were honored for outstanding achievements and were mentioned in the school newspaper. The teacher-coordinator and enrolled students made television appearances and

other promotional activities were maintained through a vigorous employer relations schedule.

Advisory Committee

An advisory committee, assigned specifically to the program, assisted in adapting state curriculum materials to local needs and in the general area of job development. The committee was composed of an educator, a parent, employer, job developer (from a local community organization), the student, district administrator, and from time to time program students. The committee met four times annually.

Work Stations

Since the cooperative vocational education program was a diversified one, work stations for students covered a variety of occupations. Forty-one percent (eleven) were employed in clerical occupations, 26 percent (seven) service, and 19 percent (five) sales. The remaining students (four) were either not working or employed in occupations classified as miscellaneous. Enrolled students earned an average of $2.16 an hour.

Students interviewed rated level of job responsibility, job satisfaction, and overall quality of work stations below the average for the total participating student sample, yet rated training and supervision on the job above the mean (Table 12-1).

Career Goals

Three out of four of the enrolled students said that the program helped them decide on a career, but less than half (39 percent)

TABLE 12-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	56.4%	59.3%
Mean job satisfaction	66.6	70.1
Mean training and supervision	6.2	5.6
Mean overall work stations	4.8	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

expected to find full-time jobs in the same occupational areas as their student jobs.

Completion, Placement, and Follow-Up

Only 39 percent of the students enrolled in the 1973-74 cooperative vocational education program completed their course of studies. Of these, only 9 percent were employed, all of whom were in training related occupations.

The follow-up survey was conducted by the teacher-coordinator in accordance with state regulations. The survey was conducted by mail. The poor completion and placement rates were due primarily to the large number of disadvantaged students enrolled in the program -- students who were considered potential dropouts and poor employment risks.

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COOPERATIVE TECHNICAL EDUCATION: PRINTING

MURREL DOBBINS AREA VOCATIONAL-TECHNICAL SCHOOL

PHILADELPHIA, PENNSYLVANIA
Population: 1,949,000

PROGRAM DESCRIPTION

Students spent three and a half years at Dobbins concentrating in one of several areas of the printing trades before entering the cooperative education program. "Qualified" students were enrolled during the second semester of their senior year. The purpose of the program was to provide students with practical work experience and to ease their movement into full-time employment. It was expected that most students would remain with their cooperative employers on a permanent basis after graduation.

Program Participants[1]

At the time of the site visits, 55 seniors were considered "eligible" for the cooperative program, but only thirteen were

[1]Most of the participating students at Dobbins were working full time and therefore were not available for interviews. Statistical data relating to student attitudes and opinions about the program, therefore, are not contained in this case study.

actually enrolled and placed on jobs. All thirteen were black, and nine were male. The school aimed at no particular target group (in terms of race or socioeconomic status), but enrollment in the program was generally restricted to the "best" students. Entrance to the school itself, though open to the entire city, was highly competitive.

Program Setting

Dobbins is located in a six-story structure in north Philadelphia. The neighborhood is mainly residential, with a scattering of small commercial establishments. The school draws students from throughout the city, hence its student body is not necessarily reflective of the neighborhood.

Inside the school, the atmosphere is orderly and the building is clean and well lighted in spite of its age. Elevators are available for the use of all students. The shops are scattered throughout the eight floors of the building (two floors are underground), and they house a large variety of industrial equipment. Nevertheless, there is a constant problem with obsolescence, due to extensive technological change in the printing industry.

The unemployment rate in Philadelphia rose from 6.5 percent in 1974 to an estimated 9.6 percent in 1975. Employment in the printing industry was severely affected by the economic downturn, which in turn had an adverse effect on cooperative placements. This, more than any other factor, accounted for the low enrollment in the program (thirteen out of 65 eligible students).

Program Administration and Organization

At the time of the site visit, the coordinator was an administrator, not a teacher. His title was "trade coordinator," and he had general administrative responsibilities for the auto mechanics program and the day apprenticeship program, as well as for printing. Among his duties were the placement and coordination of cooperative students in the trades under his jurisdiction. In addition, he supervised the teachers in his trade areas and had duties similar to those of a department chairman. While students were enrolled in the cooperative component, they were not engaged in shop classes. In order to be eligible for the cooperative program, students had to have completed all such work during the previous three and a half years.

The coordinator reported through vice principals to the school principal, who in turn was responsible to the district superintendent. Although technical consultants in various trade areas were available at the central vocational education office, the printing program was somewhat autonomous and seldom called on the central office for technical assistance.

Program History

Dobbins has had cooperative programs since the school was opened in 1938. Although enrollment in the program has fluctuated along with economic conditions in the printing trades, the cooperative program has been in operation every year for the past 37 years. Future challenges to the program, however, are severe. Two of the most difficult to meet are technological change in

the industry which has rendered curricula and equipment obsolete, and the movement of printing establishments from downtown Philadelphia to the suburbs.

Student Eligibility

All seniors who had completed their academic requirements prior to or by the end of the first semester of their senior year, and who did not intend to go on to college, were eligible for full-time cooperative placements. Seniors who had not completed their academic requirements were eligible for part-time placements. However, only a minority of the eligible seniors were enrolled in the program. The coordinator and shop instructors selected the students most appropriate for each work station. The selection criteria were informal, based primarily on technical skill, attitude toward work, and a concern for maintaining Dobbins' good reputation with employers.

Program Structure

During their first three or three and a half years of high school, Dobbins' printing students spent about half of their time in shop activities and half in related and other classroom instruction. By the beginning of their senior year, students usually had completed one or two years of intensive specialization in specific printing occupations.

Seniors were assigned to academic classes in the morning and shop classes in the afternoon. Those who were selected for cooperative placements, but still had academic requirements to

complete, spent three or four hours in the morning classes, and afternoons on the job.

Seniors who had completed their academic requirements for graduation, and who were selected for cooperative placement were placed in full-time jobs during the second semester of their senior year. They spent no time in school during this period and were graduated on completion of a successful semester of work. If their job was terminated for any reason, they were required to return to school for the remainder of the term in order to graduate.

Job Development

According to the coordinator, in previous years job development was not a priority activity. The school's reputation among employers in the printing industry was sufficiently high to generate adequate requests for student workers without engaging in promotional activities. Recently, however, adverse economic conditions and the relocation of employers in the printing industry caused a sharp decline in student work stations. As a result, the coordinator reported that an increasing amount of his time was spent in contacting employers to develop new job openings. This shift in emphasis, he reported, was difficult because of the time demands of his ongoing, multiple responsibilities. Student workers were matched with jobs on the basis of attendance, academic standing and, of most importance, level of skill in the type of work required by employers. Wherever possible the skill levels of students enrolled in the program were expected to meet the standards of the trade.

Instruction

Throughout their four years at Dobbins, printing students spent about three hours a day in nonshop classes and three hours in shop. The only variation on this pattern (for seniors only) was the cooperative component in which on-the-job experience was substituted for shop work.

In shop, students concentrated on one or more of the following: hand composition, linotype operation, letterpress, offset lithography, or technical typing. Shop activities emphasized direct "hands on" experience and could be modified for cooperative students (prior to their placement on the job) to provide training on specialized equipment used in the shops in which they were to be employed.

Student Evaluation

No specific evaluations were made of the cooperative program. All grades for full-time cooperative students and shop grades for part-time students were frozen at the time of placement. These then became their final grades on successful completion of the cooperative component.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The trade coordinator at Dobbins for the printing program did not teach; he was primarily an administrator of the school's

printing, automobile mechanics and apprenticeship departments; in addition he was the school's public relations officer. With respect to the cooperative printing program, he was responsible for job development, employer-student relations and, occasionally, student counseling. When asked what percentage of his time was spent on the cooperative component of the printing course, he responded that because of the overlapping nature of his multiple responsibilities, it was impossible to isolate the time spent on one component from that of another.

The coordinator had been employed in the printing industry and had taught printing skills. He had been a trade coordinator for seven years and had several years of prior administrative experience. The qualifications for the position emphasized administrative skills and experience rather than industrial experience and expertise in skill areas.

Counseling

Since cooperative students had already chosen to major in specific occupations before entering the cooperative component of the program, vocational counseling was not considered necessary. Academic and personal counseling were usually provided by the trade coordinator. Additional academic counseling was available from regular school counselors, departmental administrators, and the vice principal in charge of academic affairs.

Promotion and Public Relations

Since only about 50 percent of the students who applied to Dobbins were accepted, there was little need for publicizing the

school. The Dobbins program was one of several alternatives open to the city's junior high school graduates. In addition, all Dobbins students understood that cooperative components of the school's various programs were open to eligible seniors. Hence there was little need for internal publicity regarding cooperative education.

Publicity to aid job development was a newly revived but not fully developed activity. As mentioned previously, for many years the Dobbins printing program got along well without a formal job development program. By school year 1974-75, however, it had become apparent that additional promotion among employers was necessary. The scope and nature of the new job development program had not been as yet clearly determined.

Advisory Committee

No specific advisory committee existed for the Dobbins printing program. A citywide Communications Advisory Board provided general advice to the schools in the area of the printing trades, but did not address itself specifically to cooperative education.

Work Stations

It was expected that in most cases cooperative placements would turn into full-time jobs. If on two separate occasions, without good reason, employers failed to hire cooperative students after graduation, no further student referrals were made to those employers.

Students were selected by shop instructors and the coordinator according to the degree to which their training matched the equipment

and skill needs of employers. No placements would be made unless students were well qualified for the available jobs. Additional training on specific equipment was provided, if needed, prior to placement. Only 20 percent of the seniors enrolled in the cooperative component were placed in printing occupations. This was mainly due to employment cutbacks in the printing trades caused by plant relocations and poor economic conditions.

Completion, Placement, and Follow-Up

All students enrolled in the 1973-74 program completed the course. However, there was no organized placement program for graduates, nor did the school conduct follow-up surveys. The statewide computerized follow-up survey conducted each year provided neither the school nor the program with follow-up information on graduates.

GENERAL COOPERATIVE EDUCATION PROGRAM

NORTHSIDE HIGH SCHOOL

MEMPHIS, TENNESSEE
Population: 624,000

PROGRAM DESCRIPTION

The purpose of Northside High School's General Cooperative Education Program was to "span" the gap between school and work by means of on-the-job training in diversified occupational areas and world-of-work training. The program's target population were the "disadvantaged," or those students who were behind in basic educational subjects and who had limited exposure to the world of work. The program was actually part of a citywide program called SPAN (Start Planning Ahead Now), conducted by the LEA. The SPAN office was located at Northside High School.

Participants

Of the 31 students enrolled in the program at the time of the site visit, 84 percent were black, 52 percent male, and all were seniors; 25 of the participants were interviewed.

Program Setting

Northside High School, the only secondary vocational school in the city of Memphis, draws students from throughout the city. It is located in a large brick building in a poor black neighborhood adjacent to the Memphis downtown area. Although the school-building is relatively new, it has a rather run-down appearance, primarily because the campus lawns appear to be uncared for, and there appears to be little investment in maintenance.

Memphis' unemployment rate rose from 3.9 percent in 1973 to 7.1 percent in February 1975. The rise was attributed largely to a decrease in construction activity, but its effects were felt throughout the Memphis economy. At the time of the site visit, the recession had not had an adverse effect on the program, and school officials were hopeful that employers who had committed themselves to the program would sustain the program until economic conditions improved. The overall SPAN program was considered extremely important because of the large proportion of Memphis residents (nearly 22 percent) who were living below the poverty level.

Program Administration and Organization

One coordinator, who reported to the school principal, was directly responsible for the cooperative program. He was assisted by an LEA consultant who supervised both distributive education and general cooperative classes. Regular classroom teachers assisted in providing instruction for cooperative students.

Program History

SPAN, of which the Northside program was a part, was begun by a federal grant. The overall purposes of the program varied by educational level. At the elementary level, for example, the program's goal was to increase student awareness of the world of work; at the junior high school level, career exploration was the goal; and at the high school level, the purpose was job placement. The latter was facilitated by a counseling service and several cooperative programs, including the Northside program.

The chief obstacle to implementation of SPAN was indifference on the part of many teachers and administrators, who were inclined toward academic programming; initially, parents were also unenthusiastic about the program. Attitudes both at home and in the schools changed, however, when students actually began to obtain jobs. Thereafter, a greater demand developed for SPAN's programs than could be met.

Student Eligibility

Students had to be sixteen years of age, juniors or seniors, and willing and able to work. The program was limited to 36 students, but forty students were registered at the beginning of each school term (to make up for dropouts). An additional fifteen to twenty applied for the program each year, and an additional hundred inquired about the program, but did not apply. Students were accepted on a first-come, first-served basis.

Program Structure

Students spent mornings in school and afternoons on the job. All courses required for graduation, in addition to the cooperative course, had to be taken in the morning. A minimum of two and a maximum of four credits could be earned through participation in the cooperative course.

Job Development

Job development was performed by the coordinator, but he was assisted by the SPAN office and employers who were participating in the SPAN program. Nevertheless, much of the coordinator's time was spent in visiting employers for the purpose of developing student work stations. When the program began, and the unemployment rate in Memphis was low, the coordinator had little difficulty in developing part-time work stations. The major problem which faced the program at the time of the site visit was deteriorating economic conditions, which in turn cut down on the number of part-time workers that employers were willing to hire.

Instruction

The curriculum of the cooperative class was geared primarily toward world-of-work subjects, but the coordinator also considered it his responsibility to tutor students who were having difficulties in academic courses and to coordinate student cooperative experiences with their work in the school's regular classes. At the beginning and end of semesters, he administered a battery

of personality and aptitude tests which he obtained from the counseling department. The test scores gave him an indication of student skills and readiness for employment, and formed the basis for consultations with the students' other teachers.

In connection with the world-of-work curriculum, two textbooks were used: Your Attitude Is Showing and World of Work. Audio-visual aids were available for presenting subject matter related to the filling out of job applications, grooming, job interviews, and so forth. The coordinator used both lectures and question and answer techniques in presenting his material. Field trips for occupational and economic understanding were also a part of the curriculum.

Student Evaluation

Student grades were based on both on-the-job (50 percent) and classroom performance. Employers rated student on-the-job performance on forms which were completed and submitted to the coordinator every six weeks. Students were assessed on a scale of 1 to 10 on attitude, dependability, appearance, and knowledge of work. Overall grades were an average of on-the-job and classroom assessments.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

Vocational education instructors in the state of Tennessee were required to have a bachelor's degree, teaching certifications,

and two years of work experience; there were no special qualifications for coordinators. The coordinator of Northside High School's General Cooperative Education Program had worked in industry for four years and had completed six years of college. He was responsible for all aspects of the program and devoted 100 percent of his time to the program. His mornings were spent in school teaching two or three sections of the cooperative class (with one period free for planning), and his afternoons were devoted to site visits and job development.

Counseling

The coordinator was responsible for counseling cooperative education students, but he received help from the school's regular counseling staff (e.g., obtaining tests to be administered to students) in fulfilling this responsibility.

Promotion and Public Relations

The SPAN central office staff (located in Northside High School) was responsible for citywide employer and community public relations. Within the school, the program was made known to students by means of posters and counseling sessions with students. The majority of the students interviewed said that they heard of the program from counselors and friends.

Advisory Committee

The program had no formal advisory committee. However, the coordinator contacted on an "as needed" basis a group of

about twenty business people who helped arrange student field trips, develop work stations, and institute improvements in the program.

Work Stations

The aptitude and personality tests, administered at the beginning of the fall semester, were used to match students with available work stations. In some instances, grade point averages were also considered. About 20 percent of the jobs were developed by students; in such cases, no matching standards were applied. Generally, two students were referred to participating employers; final selections were made by employers.

Eleven of the students who were interviewed were unemployed. Of the fourteen students employed, seven were in service occupations (food and beverage preparation and janitorial), five in packaging and handling, and two in miscellaneous occupations. All were entry-level positions. The average wage was $2.17 an hour.

The students rated job satisfaction and training above the average for the total sample of participating students, but rated job responsibility and overall quality of work stations below average (Table 14-1).

Career Goals

Three out of four of the students who were interviewed said that the program helped them decide on a career; two out of three students said they expected to find full-time employment in occupational areas similar to their school jobs.

TABLE 14-1

Student Attitudes*

Category	Participating Students: Case Study Sample	Participating Students: Total Sample
Mean job responsibility	56.1%	59.6%
Mean job satisfaction	73.8	70.1
Mean training and supervision	6.1	5.9
Mean overall work stations	4.6	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Completion, Placement, and Follow-Up

SPAN conducted follow-up surveys on all graduates for two years. Graduating students filled out cards that indicated their post-graduation plans and contained their names, addresses, and telephone numbers. During the summer, these cards were distributed to coordinators as "case loads" for follow-up purposes. Students were contacted both by mail and by phone. SPAN, in cooperation with the employment service, also conducted a placement service for graduates.

During school year 1973-74, the program had a 92 percent completion rate. Fifty-six percent of the completers were employed; 84 percent in training-related positions. Only a small minority of the students remained with their cooperative employers.

15

INDUSTRIAL COOPERATIVE TRAINING PROGRAM

E. P. WORTHING HIGH SCHOOL

HOUSTON, TEXAS
Population: 1,233,000

PROGRAM DESCRIPTION

The purpose of the Industrial Cooperative Training Program (ICT) was "to prepare students for work in an industrial environment and to place students in jobs which could lead to career opportunities." The ICT was not designed to develop skills in a single occupational area; rather, students from all of the high school's vocational education classes were eligible to enroll in the program. The classwork consisted of world-of-work training, and the jobs to which students were assigned were not necessarily related to their school majors. According to the coordinator, subpurposes of the program were to enlarge employment opportunities for black students, prevent drop outs, and provide work experience for students whose academic skills, motivation, and attitudes were for the most part below the city's norm.

Program Participants

The program consisted of two classes, with a capacity enrollment of forty students (twenty in each class). At the time of the site visit, 34 students (all black) were enrolled, 25 of whom were male, 21 in the twelfth and 13 in the eleventh grades. The program was not directed toward a specific target population; its enrollment constituted a representative cross-section of the school's student body (which was 100 percent black).

Program Setting

E. P. Worthing High School is situated about ten miles from the downtown area. The front entrance faces vacant lots and construction sites. On one side, a huge green field -- without fences, grandstands or baseball diamonds -- separates the school from the small, neatly kept wooden frame houses of the neighborhood. On another side, vacant lots and light industrial facilities stretch for about a mile or two. Inside, the wide corridors have high ceilings but are not too well lighted.

The ICT program is located in a building outside the main school. Wood frame in construction, it contains two classrooms, one housing the home economics cooperative program, the other the ICT program. The ICT room, medium in size, is well lighted and comfortable. The students sit at long tables rather than desks, and the class officers sit at a head table. Several trophies that the ICT program has won in the past are displayed on a table in the rear of the room. The facilities are adequate for the

classroom portion of the program, mainly because laboratory work is not combined with on-the-job experience. Rather, the instructional program consists primarily of world-of-work training and discussion.

The climate for cooperative education in Houston was good. The city's unemployment rate was well below the national average, and there appeared to be a high demand for workers in almost all occupational categories. One factor, however, had an adverse effect on all work education programs -- lack of adequate transportation. Houston is a sprawling city, second only to Los Angeles in total square miles. Like Los Angeles, the city was built round the automobile. Employment opportunities are often thirty to fifty miles from the central city, making it impossible for workers (or students) without the use of cars to secure such jobs. Thus students without cars were less likely to be accepted into work study programs.

Program Administration and Organization

The ICT coordinator was one of five coordinators employed by Worthing High School. All worked under the school's supervisor of vocational education who, in addition to reporting to the school principal, dealt directly with the supervisor of occupational and continuing education of the Houston Independent School District. Most of the rules and regulations governing cooperative programs in Texas were developed by the Texas Education Agency and were monitored by LEAs. In Houston, the LEA also provided placement assistance for students who were not already placed in jobs after

graduating from high school and maintained aggregate follow-up records, based on reports submitted by coordinators, which were then forwarded to the state education agency.

Program History

The program was founded in 1968, shortly after the enactment of the 1968 amendments to the Vocational Education Act of 1963. The principal of the school took the initiative in designing and securing funds for the program. He was interested in a "nontraditional" cooperative program -- that is, a program of broad scope in diversified occupational areas, or a program that would provide as many occupational opportunities as possible, in industries with good career potentials -- for black students. The coordinator has been with the program since 1971. Enrollment in the program declined from a high of 49 in 1971 to forty during the period 1973-75. The reduction in enrollment was ordered by the state which requires a 1:20 ratio of teachers to students in cooperative education classes.

Student Eligibility

The ICT program had no formal eligibility requirements. All students, regardless of their academic grades or attendance and behavioral records, were eligible to apply. Selections were made by the coordinator on the basis of personal interviews with all applicants (approximately 150 a year). The purpose of the interviews was to identify students with "good attitudes toward school and work." This did not mean that only the "best" students were

admitted to the program; many students identified as potential dropouts by counselors were enrolled, and according to the coordinator, most of his students were behind in reading and math.

Program Structure

Students spent seven hours a week in "related" instruction (world-of-work training), thirty hours on the job, and the remainder of their time in other school activities. Student work stations were not necessarily related to school majors, except to the extent that world-of-work instruction is related to all job experiences.

Job Development

Job development was the coordinator's responsibility. However, since the program had been in operation for seven years, it had built up a stable of employers who provided work experience stations on a continuing basis. The central office also helped in job development. Names of employers who were willing to participate in cooperative programs were supplied to coordinators who, in turn, made the initial contacts. Employers who were participating in the ICT program ranged from large (e.g., NASA) to small (e.g., neighborhood auto body shops and garages). Most of the work stations in which students were placed during the time of the site visit were developed by the coordinator.

Instruction

Although world-of-work textbooks were available and stacked on shelves in the classroom, the coordinator said that they were seldom used. The coordinator developed his own material for

classroom discussion, which included such topics as the responsibilities of employers toward their employees and vice versa, safety practices, appropriate grooming and attitudes, and other world-of-work subjects. It appeared that abundant class time was taken up in preparing for cooperative competitions. This was particularly true when the ICT program won in the city and went on to interstate competition. Although the coordinator complained that many of his students were behind in basic educational skills, no remedial component was built into the program; nor was there any indication that students were placed in jobs related to their majors. Regarding the latter, the coordinator said that very often students were not necessarily satisfied with their majors and discovered new career areas through participation in the ICT program. He gave the example of a girl, who had talent as an artist but who was majoring in typing and stenography, who was placed in a job as a commercial artist -- a job much more suited to her talents.

In summary, the classroom instruction appeared to be informal, covering no set or prescribed body of subject matter, but adapted on a daily basis to what the coordinator believed were the needs of his students. The students who were interviewed rated integration of classwork and on-the-job training below the average for the total sample of participating students.

Student Evaluation

At the beginning of each school term, students were required to identify and put in writing overall objectives for the year and the individual tasks they would complete in order to realize

each objective. Their classroom grades were based on how well they were accomplishing these objectives. The coordinator contacted all participating employers (either by phone or through personal visits) each month, partially to obtain employer assessments of student on-the-job performance. The overall "ICT grade" was a combination of student classroom and on-the-job performance.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The ICT coordinator had completed seven years of college and had 21 years of experience in both industry and education. His specific responsibilities were selecting students, developing classroom curriculum and work stations, monitoring student performance on the job, providing students with counseling, and maintaining good public relations with employers.

He had received no special training to carry out these responsibilities although he did attend state- and LEA-sponsored seminars for coordinators each year. He believed that his entire career had prepared him for the role of coordinator and that there was no special training he could have taken that would have better prepared him for the job. The job required, in his words, "certain personality traits," which make the coordinator acceptable to employers and students alike.

Counseling

The coordinator made himself available each morning from 7:00 to 8:00 a.m. for counseling sessions with students. The regular school counseling staff was also available to students, but apparently most students relied on the coordinator for counseling services.

Promotion and Public Relations

The Texas education agency and the Houston Independent School District publicized the state's and city's overall cooperative program by means of local, state, and national competitions between cooperative education classes, which received appreciable newspaper and occasional television publicity. Houston honored its participating employers with an annual barbecue which was attended by approximately 2,500 students and a thousand employers. Student projects were exhibited at the barbecue, and the event was well covered by the newspapers. In 1975, the school district planned to film the barbecue for possible dissemination to local television stations.

Within the school itself, the program was made known to all vocational education students by vocational education counselors. Counselors visited all classes and informed students of the school's cooperative work study programs. Application forms were distributed to all who wished to apply, and all who applied were interviewed. The ICT program received between 150 and 175 applications each year, from which a maximum of forty were selected.

Advisory Committee

The coordinator said that he had an informal advisory committee which helped him in job development and curriculum development. Although no list of the committee members was available, he said that it was composed of employers, LEA officials, counselors, and educators, among others. The committee never met; rather, the coordinator called on individual members "as needed."

Work Stations

Among the occupations to which boys were assigned were machinist, maintenance mechanic, autobody repair, auto mechanic, shoe repair, phone installer, stockman, and photographer. One of the girls in the program was working as an auto mechanics trainee and another as a welder trainee. The coordinator was proud of the fact that he was the first person in the city of Houston to succeed in placing a girl as an auto parts saleswoman. Other occupations to which girls were assigned were butcher, advertising layout, commercial artist, nurse's aide, medical and dental assistants, baker, and chef. Two students were unemployed at the time of the site visit.

All employers who participated in the program signed contracts with the school (standard contracts developed by the Texas education agency) which specified the work to be performed, the pay (average current wage: $2.50 an hour), and the training to be provided. However, none of the three participating employers who were interviewed remembered signing such agreements.

The students rated job satisfaction, training and supervision on the job, and overall quality of work stations above the average

for the total sample of participating students, but rated job responsibility below average (Table 15-1).

TABLE 15-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	57.9%	59.6%
Mean job satisfaction	74.2	70.1
Mean training and supervision	5.9	5.6
Mean overall work stations	4.9	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Nearly 90 percent of the students who were interviewed said that the program helped them decide on a career; 58 percent expected to find full-time employment in the same occupational areas as their school jobs.

Completion, Placement, and Follow-Up

All Texas schools were required to follow up on students for a five-year period after the students graduate, but the follow-up method was left to the individual schools and their teachers. The ICT coordinator fulfilled this responsibility by preparing income tax returns for his ex-students. Apparently, it was a well-known

fact in the neighborhood that ex-ICT students could receive help with their income tax returns from the coordinator. In conjunction with preparing the forms, the coordinator obtained follow-up information. He said that he helped 252 ex-students fill out income tax forms in 1974.

According to placement records supplied by the coordinator, 58 percent of the class of 1973-74 completed the program (it should be noted that many of the students were juniors and would not complete the program until 1975). All completers in the labor force (two went on to further training and one enlisted in the Armed Forces) were employed, 83 percent in training-related positions.

16

VOCATIONAL OFFICE EDUCATION

STEPHEN F. AUSTIN SENIOR HIGH SCHOOL

HOUSTON, TEXAS
Population: 1,233,000

PROGRAM DESCRIPTION

The purpose of Austin Senior High School's Vocational Office Education (VOE) Program was to provide students "with the knowledge, skills, and attitudes needed for entry-level employment in office occupations." Components of the program included skills training, on-the-job experience, and world-of-work training.

Program Participants

Enrollment in the VOE program reflected the predominantly Mexican-American enrollment of the school as a whole. Of the 36 students enrolled, 24 were Spanish-surnamed, ten were white and two were black. All were seniors, and 33 were women.

Program Setting

Austin Senior High School is located in a three-story brick building about five miles south of downtown Houston, just off the

Gulf freeway. The school's broad, green lawns and full athletic field reflects on a larger scale the trim lawns and shaded streets of the neighborhood in which it is located -- a neighborhood that has changed gradually since the late 1950s from the white working class to the Mexican-American working class. A reminder of the neighborhood's former ethnic composition is a large blowup of the championship football team of the 1950s -- all whites -- which is displayed prominently in the center hall of the school. The change in ethnic composition has not affected the standard operating procedures of the school. There have been no "problems" at Austin Senior High School, and many of the school's extracurricular activities -- including a Scottish-type drum and bagpipe corps and an active ROTC program (both of which are composed primarily of Mexican-Americans) -- have remained the same.

As noted in the Worthing High School case study, Houston's economy is strong, and the demand for office workers appears to be insatiable. Thus the program is operating in a positive economic climate.

Administration and Organization

Standards for cooperative work education programs, developed by the Texas Division of Vocational Education, were administered by the Houston Independent School District. All vocational education programs were the responsibility of a deputy superintendent of occupational and continuing education and a supervisor of vocational office education. The LEA provided catalogs of job training programs for each occupational area and sponsored citywide

advisory committees. At the school level, teacher-coordinators were responsible for individual cooperative programs. Although they reported to school principals, they were also under the administration of the LEA supervisors in their respective occupational areas.

Program History

The program was initiated in 1968, following the passage of the 1968 amendments to the Vocational Education Act of 1963. In response to requests for proposals from the state and the LEA, the school took the initiative in designing and organizing the program. The coordinator in charge of the program at the time of the site visit had been with the program for four years. She said that the two factors necessary for successful cooperative education programs were very much in evidence both in Houston and in the neighborhood in which the school was located: employer demand and the need of students for jobs.

Eligibility

Students had to meet the following requirements: (1) be sixteen years of age; (2) be seniors; (3) have had at least one year of typewriting instruction; (4) have good attendance and conduct records; and (5) be willing to follow the rules and regulations established by employers and the coordinator. Eligible students far outnumbered the number of openings in the program. Thus final selections (made by the coordinator) were based partially on interviews with applicants and partially on a review of students' grades and proficiency at office occupations jobs.

Structure

Students attended the coordinating class and other classes required for a high school diploma in the morning and spent their afternoons (no more than twenty hours a week) on the job.

Job Development

State standards listed nine clusters of office-related occupations. Since these clusters included hundreds of specific occupations, the program could be highly diversified. Within the approved clusters, the coordinator sought work experience stations which would lead to permanent employment. For example, employers who refused to retain graduating students and sought to replace them with new cooperative students were dropped from the program.

The coordinator (and other office occupations coordinators in the city of Houston) was assisted in developing work stations by the citywide advisory committee of office occupations. Lists of employers, developed by the committee, who had expressed an interest in participating in the program were distributed to coordinators. Contacts for specific jobs, or work stations, were made by the coordinators. Austin's coordinator, however, had inherited a group of participating employers from the previous coordinator and had developed additional participants on her own. Thus the LEA employer list (which included her own participating employers) was, to her, merely a supplemental source of employer contacts.

Instruction

Students attended an eighty-minute cooperative class each morning. Although some general instruction was included as part

of the curriculum, the majority of class time was devoted to helping individual students meet the objectives of "training plans" that had been developed by the coordinator in consultation with employers and students at the beginning of each term. These plans could be revised on the basis of student experience on the job. For example, if an employer reported that a student was weak in grammar, but grammar was not included as part of the original training plan, the student could be drilled in grammar during the cooperative class.

The program suffered slightly from overcrowded conditions (in the classroom) and a lack of modern, up-to-date equipment. Many of the students worked in the lush, new office buildings of Houston and used typewriters and other office machines that were not available in the school. The contrast was immediately evident to the students and rendered the school training incomplete in some areas.

Evaluation

At the beginning of each school term, training plans were developed by the coordinator in consultation with employers and students. The training to be supplied by employers was stipulated on agreements which were signed by employers, students, parents, and the coordinator. Student progress was measured against these plans. Each marking period, employers filled out rating sheets, and students completed work reports which were signed by employers. The coordinator discussed the rating sheets with employers before

she assigned grades to the students. The grades themselves were based primarily on the progress students were making toward completing their training plans.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

State regulations in Texas require that cooperative work education coordinators spend almost full time in their coordinating activities. Austin Senior High School's program coordinator spent mornings on campus teaching the cooperative class and supervising one study hall. Her afternoons were free for conferences with students, employer promotion, and on-site visits. The coordinator had worked for three years as a secretary, and had completed seven years of college. Between her office occupations experience and her employment as a teacher, she had been a homemaker and had raised a family. She was responsible for all aspects of the program, including curriculum development, employer promotion, job development, teaching the cooperative class, counseling, and follow-up of graduates.

Counseling

One school counselor was assigned to five hundred vocational education students. Most counseling of cooperative students, however, was performed by coordinators, either during cooperative classes or in special sessions (sometimes with employers present).

Promotion and Public Relations

Public relations among employers and the community at large was an LEA responsibility. Annual barbeques for participating employers and competition between cooperative classes were arranged by the LEA and its advisory committees; both of these activities were well publicized in the press and on radio and TV.

On campus, the program was made known to students by means of open houses, posters, and word of mouth. As mentioned previously, program applicants far outnumbered program openings, indicating that the program was well known among the student body.

Advisory Committee

The LEA advisory committee for the VOE program was active in performing four specific tasks: (1) developing training stations; (2) advising on program policy; (3) assisting in obtaining speakers; and (4) promoting the program among employers. The committee was composed of office occupations employers and school officials, and it formally met four times a year.

There was no advisory committee for the specific program at Austin Senior High School.

Work Stations

Since most of the work stations were entry-level jobs, little matching of individuals to specific jobs was required. In cases where employers requested students with specific skills, test scores and grade point averages were considered in matching students to jobs. About half the jobs required no skills (file clerks, for

example), but all were in office education categories, and all had career potential. The average wage earned by students was $2.40 an hour. The students who were interviewed rated job satisfaction, training and supervision on the job, and overall quality of work stations above the average for the total sample of participating students; job responsibility, on the other hand, was rated below average (Table 16-1).

TABLE 16-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	54.9%	59.6%
Mean job satisfaction	74.3	70.1
Mean training and supervision	5.9	5.6
Mean overall work stations	5.1	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Virtually all of the students (93 percent) said that the program helped them decide on a career, and 82 percent expected to find full-time employment in office jobs.

Completion, Placement, and Follow-Up

The state of Texas requires coordinators to follow up on students for five years after graduation. The cooperative program coordinator surveyed her students by mail and telephone to fulfill this responsibility. She also helped graduates without jobs find employment on an individual basis. Nearly 90 percent of the students in the program for school year 1973-74 completed the course and graduated. Of these, 82 percent were employed, all in training-related occupations.

17

HEALTH OCCUPATIONS

WEST HIGH SCHOOL

SALT LAKE CITY, UTAH
Population: 176,000

PROGRAM DESCRIPTION

The West High Health Occupations Program was designed to provide interested students with the opportunity to explore a variety of health occupations and, for some students, to provide specific training in the nurse's aide occupational category.

Program Participants

Of the sixteen students enrolled in the program, six were white, six were Spanish-surnamed, and four were "other minorities." Ten were female and all but two were seniors. Thirteen were interviewed. Although the program was not aimed at a specific target group, its primary participating employer (the University of Utah Hospital) was attempting to increase the percentage of minority students in the hospital's cooperative education program. With this in mind, the school personnel and coordinator appeared to

be attempting to recruit as many minorities as possible for the program. Some of the students were having academic difficulties. Nevertheless, the coordinator emphasized that the program was not designed exclusively for the disadvantaged, minority or nonminority, or for students who were having difficulties in school.

Program Setting

West High School is located on a wide, tree-lined street in a residential area a few blocks northwest of the center of Salt Lake City. The school, a former campus of the University of Utah, is composed of a large industrial education building, a well-maintained classroom facility, and a new building that houses the school library and audio-visual equipment. The health occupations program is housed in the classroom building.

Salt Lake City's economy, although affected by the recession, experienced less deterioration than most other cities included in the case study sample. The economic downturn had no effect on the program itself both because the demand for health personnel remained constant throughout the recession and because students enrolled in the program were not paid for the on-the-job component of their training.

Program Administration and Organization

Although the coordinator, as a member of the school's regular vocational education staff, reported directly to the principal, she was also supervised by personnel in the local education agency's (LEA) Division of Vocational Education, primarily because central

office funds were provided to the program for the employment of a program aide, transportation, special supplies and equipment, and one month of the coordinator's salary. The coordinator also worked closely with a registered nurse who, in accordance with hospital regulations, was assigned to the program.

Program History

The health occupations program originated at East High School, a school located in a more affluent neighborhood near the University of Utah campus. The program, initiated by a registered nurse on the school's faculty, began in a private hospital but was discontinued shortly after a change in administration occurred at the hospital. The new administration gave as its reason for dropping the program that hospital personnel did not have time to deal with high school trainees. On her own initiative, the registered nurse-coordinator approached the University of Utah Hospital and sold the administration on the prog[illegible] In accordance with its affirmative action program, in 1973 the hospital requested that a greater percentage of minorities be enrolled in the cooperative program. The LEA's response was to extend the program to West High School where minority enrollment is relatively high for Salt Lake City (a city with a small percentage of minorities in its total population).

Student Eligibility

Other than a preference for seniors and noncollege-bound students, the program had no eligibility requirements. All vocational education students could request entrance to the program,

but apparently few did. Most of the students enrolled were personally recruited by the coordinator on an informal basis. She gave the following example of this process:

"See that boy over there? I went out into the hall on the first day of school and saw him standing there. While I was walking toward him, I tried to think of the health occupation he'd find most attractive. When I got up to him, I said, 'How'd you like to learn to be an ambulance driver?' . . . I had him! And that's just about how it works -- one by one -- until I got my sixteen."

Program Structure

The program was actually a class which met five times a week, twice at the University hospital and three times at the school. The class period was two hours in length; thus the students received six hours a week of school instruction and four hours at their "job site." The primary orientation, instruction, and practical application took place at the hospital; the school-based instructional program was designed to supplement the hospital training, with additional practice in some areas and world of work instruction focused primarily on health occupations.

Job Development

Because of the hospital's close involvement with the program, there was little need for the coordinator to engage in job development. Students selected the areas in which they wished to work (e.g. radiology, pediatrics) after completing an intensive semester-

long orientation at the hospital. During the second semester they were assigned openings in their chosen areas, if those spots were available. If such openings were not available, they were assigned, according to their preferences, to other areas.

If students wished to work outside the hospital, the coordinator would develop appropriate jobs in nursing homes, day care centers, or veterinary hospitals.

Instruction

At the hospital the students were given extensive orientation on the different components of hospital care: laboratory, radiology, ward care, pediatrics, bookkeeping, and so on. At the conclusion of the orientation, the students in pairs or in small groups, observed the day-to-day operation of the different departments and, when appropriate, assisted the regular staff. In the second semester, they received their specific training assignments. Those students who chose not to work toward a nurse's aide certification could be assigned to a nonhospital placement.

During program classes at the school, students practiced the skills they learned at the hospital, learned related and additional skills, and went on field trips to a variety of health facilities. They heard presentations from various health professionals, prepared for and conducted official school health clinics, drilled on health terminology, and engaged in group discussions aimed at bringing out the principles of good mental health. The students who were interviewed rated integration of classwork and on-the-job training above the average for the total sample of participating students.

Student Evaluation

Since all work at the hospital was performed during the program's regular class time, the grades received were reflective of both school work and on-site training. Neither the hospital nor other participating employers were involved in the grading process, but school staff were at the training stations, and staff observations were used as part of the grading process.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

Salt Lake City coordinators were required to have two years of work experience and to attend a summer workshop developed especially for new coordinators. Although the health occupations coordinator had no work experience in the health field, she had previously taught a cooperative work experience program in home economics and had ten years of experience in that field. The actual skills training was provided through the registered nurse assigned to the program by the hospital and through other hospital personnel.

Approximately 50 percent of the coordinator's time was devoted to the health occupations program. She also taught regular vocational education courses in health occupations (for younger students) and home economics.

Counseling

A Career Development Center was available to all students at the high school. However, virtually all counseling provided to students enrolled in the health occupations program was the responsibility of the coordinator. She believed strongly that daily personal contact with students provides the best atmosphere for a successful counseling relationship.

Promotion and Public Relations

When the program was first announced, only two students registered for the course. The coordinator therefore engaged in a personal recruitment drive and succeeded in filling all openings. Her method was (and still is) quite informal; she merely talked with students she met in the hall between classes or during lunch periods, or with students enrolled in her regular classes. With only sixteen slots to fill, she did not believe that additional promotion was necessary.

Because of the close relationship with the University of Utah Hospital, employer promotional activities were not deemed necessary.

Advisory Committee

The program's advisory committee consisted of a dietician, a social worker, and a representative of the hospital's personnel department. The committee did not meet as a whole; rather, the coordinator called on members individually (as needed) for advice on all aspects of the program.

Work Stations

The program was viewed as an opportunity for students to explore the health care field; thus much of the students' time was spent in observing the functions of specific areas and discussing with the hospital personnel the tasks performed and the skills needed. Students were not paid for these activities. Therefore, in many ways, the program fulfilled a training rather than a work experience function. However, the hospital, which is part of the university, was prepared to act as an educator. The students worked directly with regular hospital personnel and were supervised by hospital staff and had the opportunity to use actual equipment.

The students rated job satisfaction and training and supervision above the average for the total sample of participating students; overall quality of work stations, average; and job responsibility, below average (Table 17-1).

Career Goals

Six of the thirteen students interviewed said that the program helped them to decide on a career; five expected to find full-time jobs in the health field.

Completion, Placement, and Follow-Up

Placement services for graduates were not provided by either the school or the LEA; nor were follow-up surveys conducted. Nevertheless, the coordinator was able to provide follow-up information on students enrolled in the program during school year 1973-74 (information collected by herself and on her own initiative).

TABLE 17-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	55.6%	59.6%
Mean job satisfaction	72.5	70.1
Mean training and supervision	5.7	5.6
Mean overall work stations	4.3	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Eighty-eight percent of the students enrolled in the 1973-74 health occupations cooperative course graduated from high school. Of these, only 27 percent were employed, none in training related occupations. Apparently in this case participation in a cooperative program did not lead to employment with the participating employer.

18

INDUSTRIAL COOPERATIVE TRAINING

HENRICO HIGH SCHOOL

RICHMOND, VIRGINIA
Population: 250,000

PROGRAM DESCRIPTION

The Industrial Cooperative Training (ICT) program was a diversified program offering training in a wide range of occupational areas, with an emphasis in trade and industry. The goal of the program was to provide students with an understanding of, and a supervised entry into, the world of work. Students worked in jobs for as long as two years while attending daily classroom sessions at the school. They completed the program upon graduation from high school and, ideally, were expected to remain with their cooperative employers after graduation.

Program Participants

The program was designed for high school juniors and seniors who did not expect to continue their education beyond high school. It was not, however, designed for below average or "problem" students.

The coordinator sought well-motivated, career-oriented students who wanted to work.

At the time of the site visit, 37 students were enrolled in the program, 22 of whom were seniors and fifteen juniors. Most (29) were male and, in line with the ethnic pattern of the school, all were white.

Program Setting

Henrico High School, which is 94 percent white, is located in an open residential area of single-family homes. The school is a "campus-style" facility with clusters of classroom and office buildings separated by large, well-kept lawns. Henrico is the only school included in the sample that is not located in a major city; it is located just over the Richmond border in a predominantly white suburb. However, the school is listed on the forms that were used for selecting the case study sample as being in the city of Richmond; it was not discovered until the site visits that this was not the case. Nevertheless, the students enrolled in the program are assigned to work stations in the city of Richmond.

Although unemployment in Richmond has risen over the past few years, its unemployment rate at the time of the site visit was below the national average, and the downturn in the economy had not had an effect on Henrico's ICT program.

Program Administration and Organization

Sixty percent of the funding for the ICT program was state money channeled through the county LEA. As a result, the program coordinato

had an administrative link with the county trade and industrial supervisor and, through him, with the county director of vocational education. The basic line of authority, however, remained within the school. The ICT program was temporarily included under the business department to make the department large enough to qualify for certain county and state funds. The chairman of the business department reported to the school principal.

In addition, the coordinator maintained a close, though informal, relationship with state vocational education personnel. A single coordinator, who devoted all of his time to coordination and teaching activities (related to the ICT program), was assigned to the program.

Program History

Cooperative work education programs have existed in the Richmond area since 1936. Most such programs at comprehensive high schools evolved into diversified (rather than single-occupation) programs which combined world-of-work instruction with on-the-job experience. The major reason for the popularity of diversified programs is economic: No outlays are needed for equipment or for the constant upgrading of equipment; all "laboratory" instruction is provided by employers.

The cooperative program was initiated at Henrico High School in 1963. It has grown from twenty to 38 students, or to the limit of what one coordinator can handle.

Student Eligibility

State regulations required that to be qualified for cooperative work experience programs, students must have junior class standing and be sixteen years of age. In addition, the coordinator required that students be interested in "skilled" occupational areas, or jobs that require more than entry-level skills, have positive attitudes toward working, and be career oriented.

Students interested in enrolling in the program filled out application forms. The coordinator interviewed all applicants during the spring before their junior, or in some cases, senior years. Students accepted into the program were placed in full-time summer jobs that would continue on a part-time basis during the school year.

Program Structure

During the mornings, students spent one hour in the cooperative class and three hours in required academic classes. Their afternoons were spent on the job. Thus a typical Industrial Cooperative Training Program student received five hours a week of program instruction, fifteen hours of academic instruction, and approximately twenty hours of work experience.

Job Development

The coordinator, who had been working in cooperative programs for fifteen years, had developed an active file of about one hundred cooperating employers, some of whom were former cooperative program students. During the spring and early summer of each year, he

searched his files to identify employers who hired workers in the occupational areas in which new students had expressed an interest. He personally contacted the employers, set up interviews, and usually accompanied students to the interviews.

The coordinator expected 40 to 50 percent of his students to remain with their school employers after graduation. This meant that he had to devote a considerable amount of time to expanding his file of cooperating employers. However, because he was on a twelve-month contract and had no responsibilities other than the cooperative program, he believed that he had adequate time to fulfill his job development responsibilities.

Instruction

All specific skills training took place on the job. The classroom instruction consisted of the usual world-of-work topics, independent study units (related in a general way to the occupational areas in which the students were working), and preparation for interscholastic cooperative competitions. The students who were interviewed rated integration of classwork and on-the-job training above the average for the total sample of participating students.

Student Evaluation

Students were graded every six weeks by both the coordinator and the students' employers. Employers filled out a standard rating sheet which covered such areas as productivity, work habits, reliability, progress, and so on. Students also kept records of

hours worked and wages earned as part of their cooperative program class activities. Students received one credit for their work experience and one for their classroom activity.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

State regulations required that in order to qualify as a coordinator, applicants must be certified as vocational education teachers, have had work experience in business or industry, and complete at least three classes in coordination. The cooperative program coordinator had been a cooperative vocational education coordinator for fifteen years. Prior to becoming a coordinator, he was a vocational education instructor. He was responsible for all aspects of the program, including student recruitment and selection, counseling, teaching, and job development. His teaching schedule consisted of three hours each morning; the remainder of his time was devoted to his other coordination activities. During the summer months, he visited students on the job and engaged in job development.

Counseling

All personal and academic counseling was performed by the coordinator. He, like many coordinators, was of the opinion that because of the daily contact coordinators have with students on the job and in the classroom, they are the most appropriate personnel

to provide student counseling. The regular school counseling staff, of course, referred students to the program, arranged schedules, and were available to all students (including cooperative students) who requested counseling or guidance sessions.

Promotion and Public Relations

The coordinator's large file of potential employers, developed over a fifteen-year period and including even some former students, rendered additional employer promotion unnecessary. Occasionally, however, the coordinator spoke before local service organizations.

Students usually learned about the program by word of mouth from friends who were in it and liked it, or from counselors. The school conducted assembly programs at which all school programs were described, and a TV tape of the program was also used to inform students of the program.

Advisory Committee

There was a countywide advisory committee for the cooperative program that helped somewhat in public relations areas. It also provided a connection with the local Apprenticeship Council that gave some cooperative program students credit toward apprenticeship in several different trades. Plans were being made to appoint an advisory committee specifically for the Henrico ICT program by school year 1975-76, but its purposes had not as yet been clearly determined.

Work Stations

Students in the program indicated their first and second occupational choices on the application forms they filled out

when they applied for the program. The coordinator discussed these choices with students who were accepted into the program, and if he believed that their choices were realistic, he attempted to place them in one of the two areas. If on the other hand he believed the student choices were unrealistic, he attempted to direct them into what he considered more appropriate occupational areas.

Although the students in the program were not receiving systematic classroom training in a specific occupational area, they were more than satisfied with their work stations. Approximately 15 percent were in structural occupations (welder, electrical assembler, construction worker, painter); 24 percent in clerical jobs; 21 percent in machine trades (woodworking, textiles, and mechanics); 21 percent in service jobs; and 21 percent in miscellaneous occupations. The average wage earned by students in the program was $2.41 an hour.

The students interviewed rated all aspects of their on-the-job experience above the average for the total sample of participating students (Table 18-1).

Career Goals

Less than half (42 percent) of the students who were interviewed said that the program helped them decide on a career, and slightly more than half (56 percent) said they expected to find full-time employment in occupations similar to their school jobs.

TABLE 18-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	61.8%	59.5%
Mean job satisfaction	70.7	70.0
Mean training and supervision	5.6	5.5
Mean overall work stations	5.3	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Completion, Placement, and Follow-Up

The school did not conduct placement services or conduct follow-up surveys of graduates. The coordinator, however, said that he conducted "informal" follow-up surveys. According to information supplied by the coordinator, during school year 1974-75, 80 percent of the seniors completed the program and graduated from school. Of these, all were employed, 89 percent in training-related positions.

19

COOPERATIVE HOME ECONOMICS

WEST DIVISION HIGH SCHOOL

MILWAUKEE, WISCONSIN
Population: 717,000

PROGRAM DESCRIPTION

This program served as a pilot testing site for a state vocational education curriculum in the occupational area of gainful home economics. The curriculum provided world of work instruction concurrent with on-the-job training.

Program Participants

Of the 22 students in the program, 60 percent were male and 77 percent belonged to minority groups. This minority proportion was reflective of the population of the school and its neighborhood. All of the participants were seniors, and all were interviewed.

Program Setting

West Division High School is located in a spacious building with an attractive appearance in the Model Cities area of Milwaukee, west of the downtown area. The Model Cities area is gradually

being improved through urban renewal. In the neighborhood, two-thirds of the households in 1973-74 had a total annual income, before taxes, of less than $10,000. Milwaukee's unemployment rate, at 4.4 percent, was more than one percentage point below the national average.

Program Administration and Organization

Both the state and LEA supplied services to the program. A state home economics consultant helped plan the curriculum; and a home economics curriculum specialist, who reported to the local vocational education coordinator, was supplied by the LEA. The LEA specialist participated in the development of the curriculum and prepared the forms which were used in the program. The LEA central office kept follow-up records. Plans to obtain a home economics coordinator for the LEA had not yet been carried out because of lack of funds.

There was one teacher-coordinator for the cooperative program (who was responsible to the school principal) and the LEA home economics specialist, who in turn, reported to the local vocational education coordinator. The coordinator in turn functioned as a funnel for information from the state coordinator to the school's cooperative coordinator for home economics.

Program History

The program was begun in 1972. The coordinator was then a home economics instructor. At the outset, there was no curriculum for home economics; nor were there standards for teacher certification.

These were developed along with the program in cooperation with the district and the state. By 1975 seven other programs, modeled after the West Division Program, were in operation.

Student Eligibility

The prerequisites for entry into the program were completion of the basic home economics course, good attendance and a "C" average. Entry into a pre-cooperative home economics class generally occurred during the junior year; however, some students skipped the pre-cooperative class and entered the work study phase of the program during their senior year. If inadequate openings were available for all students eligible for the program, students were selected on the basis of personal characteristics which appeared to indicate potential for success in a work-school situation. These characteristics were assessed by the coordinator and by the other teachers.

Program Structure

Senior students attended a cooperative class and two other classes required for a high school diploma in the morning, and spent their afternoons on the job. They worked about twenty hours during the week and five to fifteen hours on weekends during the school year. Students were sometimes released from school before noon so that they could be at work for the lunchtime rush.

Job Development

The coordinator was responsible for finding jobs for her students. With the assistance of a citywide advisory committee on home economics, she contacted employers directly until a sufficient number of jobs were located. The coordinator considered the desires and skills of the students in developing work stations.

Instruction

The cooperative class period consisted of discussions and lectures in world of work subjects and areas related to individual job activities. For three hours a week students received individualized instruction and counseling. Students were required to purchase a world of work instructional textbook, but other books on various aspects of food service were also available. The students who were interviewed rated the integration of classwork and on-the-job training above the average of the total participating student sample.

Student Evaluation

A course grade was given which combined credit for class instruction and on-the-job experience. Each student submitted a weekly report of hours worked and wages earned, and each grading period employers graded on evaluation forms the quality and quantity of student work, job knowledge, resourcefulness, versatility, dependability, and attitude. In addition, on-the-job training plans were worked out with students and employers. At the end of each grading period, students submitted to the coordinator a list of the specific tasks, listed on their training plans, that they had completed. These lists were then submitted to employers for verification.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator had been assigned full time to the program since its inception in 1972. Prior to the development of the program, she had taught home economics for five years. Her mornings were spent on campus, teaching the junior pre-cooperative course and two of the senior cooperative courses. Her afternoons were spent making site visits and contacting employers.

Counseling

No counselors were assigned to the cooperative program, but the two regularly employed school counselors occasionally provided guidance to students enrolled in the cooperative program. However, most counseling relating to student performance on the job or to the cooperative program in general was provided by the coordinator in the classroom phase of the program.

Promotion and Public Relations

Two-thirds of the students interviewed responded that they first learned of the program from teachers and counselors; the remainder, from parents and friends. The coordinator visited home economics classes in junior high schools, informing them of the program, and sophomores were made aware of the program at special assemblies. Slide-tape shows and posters were available for promotional use.

The city's overall home economics program, including its cooperative components, generated considerable newspaper and television publicity. The Home Economics Related Occupations (HERO)

organization was especially effective in promoting vocational home economics both in the school and in the community.

Advisory Committee

There was no advisory committee for the program itself but, as was mentioned previously, a citywide committee for home economics helped with employer promotion and made suggestions for improving the curriculum.

Work Stations

From having taught the students in the preparatory course, the coordinator was familiar with the strengths and weaknesses of the students. On the basis of her knowledge of their skills, desires, and limitations, she matched them with jobs. The jobs were mainly entry-level positions.

Eighty-nine percent (eighteen) of the students interviewed were in service occupations, such as food and beverage preparations and personal services; the remainder (four) were not working. Students earned an average rate of $2.04 an hour.

The participating students interviewed rated job satisfaction, level of job responsibility, training and supervision, and overall quality of work stations above the mean for the total participating student sample (Table 19-1).

Career Goals

More than eight out of ten of the participating students (84 percent) said that the cooperative program helped them decide on a career, and the ratio was the same for those who said that

TABLE 19-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	61.9%	59.6%
Mean job satisfaction	70.8	70.1
Mean training and supervision	6.1	5.6
Mean overall work stations	4.8	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

they expected to find full-time employment in their student occupations.

Completion, Placement, and Follow-Up

Eighty-three percent of the students in the 1973-74 program completed the course. Although there was no formal placement service at the school, the coordinator reported that she helped place about a fourth of the class. A mail follow-up survey of the 1973-74 class was conducted by the coordinator. The results showed that of those who graduated, 83 percent were employed -- 70 percent of whom were in training-related occupations.

20

RETAIL MARKETING AND MANAGEMENT

JEFFERSON STATE JUNIOR COLLEGE

BIRMINGHAM, ALABAMA
Population: 301,000

PROGRAM DESCRIPTION

Jefferson State Junior College's Retail Marketing and Management Program was part of a larger distributive education cooperative program. The retail marketing and management component was designed to prepare students for employment in occupations related to retail sales, marketing, advertising, management, mid-management, credit, and owner-managers of private retail outlets.

Participants

Approximately 75 students were enrolled in the distributive education program of which the retail marketing and management cooperative component was a part. Most (88 percent) of the participants were nonminorities and males (80 percent). Twenty-nine students were enrolled in the retail marketing and management component (all of whom were interviewed). No demographic breakdown was available for students enrolled in the retail component.

Program Setting

Jefferson State Junior College, located about forty minutes from downtown Birmingham, serves approximately one million residents of the six-county Birmingham SMSA. A nearby freeway makes the campus accessible to Birmingham residents with cars. The facilities are modern and, at the time of the site visit, a good deal of expansion was taking place. Plans were under way to move the career and cooperative education department, now located on the main campus, to separate facilities in 1976. The new facilities would be rather far removed from the major academic departments. Staff members were not enthusiastic about the projected move, which in their opinion would make coordination with other departments much more difficult.

Although Birmingham's unemployment rate increased from 4.2 percent in 1974 to 6.7 percent in the spring of 1975, it was still below the national average of 7.4 percent. According to projections made by the Alabama Department of Industrial Relations, unemployment is expected to increase to 7.3 percent as the economic downturn and cutbacks continue to be felt in the area. Adverse economic conditions may account for the fact that several of the participants interviewed were unemployed at the time of the site visit.

Administration and Program Organization

The distributive education department was located in the school's Division of Vocational Education, which in turn was a division of the Institute of Career and Professional Programs,

headed by an associate dean of career programs. The associate dean reported to the dean of instruction and school administration.

Four coordinators (one with supervisory responsibilities) administered cooperative programs in various distributive education occupational areas. One coordinator was assigned to the retail management and marketing program.

Program History

In 1965, two years after the campus was opened, an association of furniture marketers contacted the school and offered to participate in a cooperative program. The association agreed to develop work stations and provide on-the-job supervision if the school would develop courses related to the home furnishings industry. The present associate dean of career programs and one of the coordinators, who at the time were vocational education instructors at the high school level and who had expertise in the field of home furnishings, assisted in designing the program and were later hired by the college. The retail marketing and management program was added in 1966. Several other cooperative programs in distributive education have been initiated between 1966 and the present time.

Eligibility

Candidates for AA degrees in distributive education were eligible to apply for entrance to the program. Students were accepted on a first-come, first-served basis.

Structure

Distributive education majors were required to complete ten credits of cooperative work experience, or "internship," in order to complete the course. In most cases, they were required to attend occupational training classes for one quarter before beginning internships. Such courses included orientation (directly related to internship), salesmanship, retailing, advertising, display, purchasing, and marketing.

The structures of student internships were worked out between students and the coordinator and were dependent on the number of occupational and academic requirements students had to complete before obtaining their AA degrees. For example, if individual students had completed most of their degree requirements, they could work nearly full time. Some students elected to work and study on an alternate quarter basis; others chose to work and attend school on a daily part-time basis.

Job Development

Job development was the responsibility of the advisory committee to the distributive education department. Virtually all of the internship work stations were provided by the committee. Three out of four of the distributive education students were working, and more than half of these were working full time. Students who could not be placed in internship positions (the coordinator had on file some job orders which could not be filled because of the lack of students with the specific skills called for) could elect to write term papers as an alternative to internship.

Instruction

The cooperative internship program was a sequential step that usually occurred after one or more semesters of related classroom work. Therefore, while there was no simultaneous related classwork, the instructional program was related to the cooperative experience primarily because the employers and the vocational department together planned the curriculum according to the needs of local retailers. A campus "curriculum committee" had final approval over all course designs and curricula. All new programs had to be approved by the Alabama State Department of Vocational Education. The students interviewed rated integration of classwork and on-the-job training above the average for the total sample of participating students.

Evaluation

Evaluations of students were handled by each teacher-coordinator on an informal basis. Although employers completed student performance records each quarter, student grades were based mainly on class performance.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

Prior to joining the program in 1969, the coordinator had worked in business for ten years. Among the coordinator's responsibilities were the following: teaching regular distributive

education classes, evaluating student progress, providing counseling and guidance to interns, developing course schedules, providing coordination of activities with community agencies and students, conducting a program of career information, promoting the program, recruiting students, and making on-site visits to employers. Additional time was spent in the development of scholarship opportunities, career day programs, and distributive education conferences and banquets. Coordinators also visited high schools to inform graduating seniors of the school's distributive education opportunities.

Counseling

Although the school's staff of six counselors was available to students enrolled in the program, most counseling of interns was provided by the coordinator. Six counselors were not adequate to serve a study body of more than six thousand or to provide the special kinds of consultations cooperative students often need.

Promotion and Public Relations

High school students were informed of the program through the participation of coordinators in high school career day activities. On campus, little promotion was necessary. Candidates for an AA degree in distributive education were required to complete ten credits of internship (or alternative activities), a fact that was made known to them upon enrollment. Employer participation in the design of the program and on the advisory committee (see below) made further promotion among employers unnecessary.

Advisory Committee

Jefferson State Junior College placed a heavy emphasis on advisory committees composed primarily of employers in specific business and industrial areas. Members were selected who were willing to advise on occupational curricula and participate in cooperative programs.

The retail marketing and management advisory committee was the primary job developing mechanism of the program. Almost all of the jobs in which students were serving internships were provided by advisory committee members. The committee also helped in planning curricula (especially in helping to keep curricula abreast of developments in the retail business), furnished classroom speakers, and participated in career day planning, the development of scholarship funds, and arranging program banquets (including the provision of speakers).

Work Stations

Of the 29 students interviewed, ten were working in sales occupations; nine were in clerical, service, and professional jobs; and the remainder were either unemployed or working in miscellaneous occupations. They were earning an average hourly rate of $2.88.

The students who were interviewed rated all aspects of their on-the-job training above the average for the total sample of participating students (Table 20-1).

Career Goals

Slightly less than half (48 percent) of the students interviewed said the program helped them decide on a career and slightly

TABLE 20-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	67.3%	59.5%
Mean job satisfaction	75.6	70.0
Mean training and supervision	5.9	5.5
Mean overall work stations	5.5	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

more than half (56 percent) said they expected to find full-time employment in occupations similar to their school jobs.

Completion, Placement, and Follow-Up

No completion, placement, or follow-up records were kept for school year 1973-74. Former state regulations that required follow-up were dropped in recent years. Other than the school placement office, no special post-graduation placement activity was provided by the program.

21

COOPERATIVE EDUCATION PROGRAM

EAST LOS ANGELES COLLEGE

LOS ANGELES, CALIFORNIA
Population: 2,816,000

PROGRAM DESCRIPTION

The cooperative program at East Los Angeles College was diversified among occupations and college departments. The program was designed to help students (most of whom were working before they entered the program) obtain college credit for their work, raise their grade point averages, and obtain their degrees or certificates. In addition to their work, students in each of the 25 fields of major concentration received world-of-work instruction related to their respective fields.

Program Participants

There were 853 students participating in the program; 73 percent of whom were Spanish-surnamed; 24 percent white; 3 percent "other minorities"; and 84 percent male. All students in cooperative education were 22 years old or older. A sample of thirty of these students was interviewed for the study.

Program Setting

East Los Angeles College is a predominantly liberal arts, two-year institution, in which vocational education programs are in the process of being established. Although the unemployment rate of the Los Angeles SMSA was substantially below that of the nation in 1974, the primarily Mexican-American East Los Angeles section of the city suffers from substantial unemployment and underemployment.

Program Administration and Organization

The cooperative program was administered by the college through the cooperative education director. She was under the direct supervision of the director of occupational education who in turn reported to the dean of instruction. The dean of instruction was, in practice, almost exclusively concerned with the college's liberal arts program.

The program employed a full-time director and ten hourly teacher-coordinators who taught the world-of-work classes and assisted the director with some of the coordination activities. These teacher-coordinators had other regular classroom assignments in their respective subject areas.

Program History

The cooperative education program at the college was started in 1971. At that time seventeen individual student-initiated work experience programs, directed by a teacher the students had recruited, joined with career education students to begin the

present program. Because the coordinator of this program was not an official coordinator, the program was placed officially under a steering committee made up of coordinators from Los Angeles city colleges who met regularly to standardize policies. The program was also assisted financially until 1973 by a federal Part G grant. The program now receives regular state aid, based on average daily attendance.

Student Eligibility

The major requirement for eligibility was that students be enrolled at the college and carry at least eight units, of which the cooperative program might count for four. Students who dropped below this minimum load for any reason were dropped from the program. The other principal requirement was that students find jobs related to their majors. No placement was done by the coordinator. In addition, students had to have the approval of an employer, the department head, and the coordinator.

Program Structure

A full-time program normally consisted of fifteen units. Of these units, from one unit for five hours of work each week to four units for twenty hours could be earned on the job. In addition, the college required attendance at a one-hour coordinating class each week. Classes could be scheduled either during the day or during evening hours, and work could be scheduled at any time. No credit was given for working more than twenty hours, and some departments insisted on a reduction in class load for

full-time workers. Hence, students who wanted to work more than the twenty-hour maximum (for credit) found it difficult to maintain the minimum requirement of eight units.

Job Development

All of the students in the program found their own jobs. If the jobs they found were related to their major field, they could enter the cooperative program and gain college credit.

The only job development in the program was done in connection with site visits during the semester. If a position came to the attention of the coordinator, she notified the placement office, a division of Student Personnel Services. After a student was placed through the placement office, he or she might or might not enter the cooperative program.

Instruction

All program-related instruction took place in the coordinating classes. These were scheduled once a week but actually met on a more flexible schedule at the discretion of the teachers. These classes covered such matters as assessing talents, job markets, interview techniques, confidentiality, legal and health aspects of work, finances, and résumé development. All skill instruction and other occupational information were offered in the regular departmental courses which had no formal connection with the cooperative program. The college cooperative students who were interviewed rated the integration of classwork with on-the-job training above the average of the total participant study sample.

Student Evaluation

Student grades for the cooperative course were based in part on employer evaluations of student work performance at the end of each semester. Employers were asked to fill out evaluation forms which graded students on nine points, including the following: respect for company rules, initiative, work output, alertness, interest, and enthusiasm. Evaluation was also based on whether students had achieved three learning objectives for which they had agreed to strive at the beginning of the program. These objectives were framed by the student with the approval of the coordinator and were agreed to by the employer in a signed statement. This agreement was usually obtained by the student, who also delivered the evaluation form to the employer and returned it signed to the college.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator was the only full-time staff member assigned to the program. She had been directing the program for the entire four years of its existence. She was assisted by ten part-time instructors who were in charge of the coordinating classes. The coordinator promoted the program in departments not participating and recruited students in those which were participating. It was her responsibility to assure that each student was eligible and that they had filled out the required forms. The teachers

were recruited from among certified instructors and introduced to the program by the coordinator. They were generally on campus only when their classes met. The teachers were also responsible for on-site visits to work stations. The attempt was made to visit each employer at least once a semester. In these employer interviews the teachers asked about student attitudes and performance and possible improvement and expansion of the program.

Counseling

All curriculum planning and counseling problems were handled by the regular college counseling office. However, the cooperative teachers were ready to help with any problems that arose on the job.

Promotion and Public Relations

The program was brought to the attention of the students by their departmental advisers, by coordinator visits to some of the classes in participting departments, and through the distribution of flyers. Off campus the only promotion consisted of site visits by teachers.

Advisory Committee

Each department at the college has an advisory committee for its occupational area. However, there was no committee specifically assigned to the cooperative programs.

Work Stations

The students interviewed found their own jobs. Thirty-six percent (twelve) of the students worked in professional occupations,

such as administrators and managers. Twenty percent (six) were in clerical, 12 percent (four) were in machine, structural, processing and benchwork occupations. The other 26 percent (eight) were in miscellaneous occupations. The average wage for the participating students was $6.08 an hour. This was a fairly high wage rate and could possibly be attributed to the number of students working in construction-type trades, which pay high hourly wages.

Since students found their own jobs, it is perhaps not surprising that they rated their work stations higher than the sample of participating students as a whole (Table 21-1).

Career Goals

Less than half (48 percent) of the students indicated that the program helped them decide on a career, but 80 percent expected to find full-time work in the same occupational areas as their school jobs.

Completion, Placement, and Follow-Up

There was a completion rate of 93 percent in 1973-74, but no follow-up information was available. The program had no placement or follow-up procedures of its own. The college placement office, of course, was available to cooperative education students. The director of occupational education occasionally did some follow-up surveys on vocational students, but no information was available for participants in the 1973-74 cooperative program.

TABLE 21-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	70.6%	59.6%
Mean job satisfaction	76.8	70.1
Mean training and supervision	5.8	5.6
Mean overall work stations	6.9	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

COOPERATIVE WORK EXPERIENCE EDUCATION

LANEY COLLEGE

OAKLAND, CALIFORNIA
Population: 345,880

PROGRAM DESCRIPTION

The purpose of the Laney College program was to integrate student work experience with academic studies. Candidates for AA degrees were provided with credit for work experience related to their majors.

Program Participants

The program was open to both first year and second year students. Participants varied from first semester freshmen to completing sophomores. Their ages ranged from eighteen-year-old recent high school graduates to men and women returning to school after many years in the labor force.

Of the thousand students participating in the program, approximately 80 percent were black and 80 percent male; 34 of the participants were interviewed.

Program Setting

Laney College is located in downtown Oakland adjacent to a major industrial area and a large recreational facility that merged into the campus. Transportation to the school is excellent; a Bay Area Rapid Transit (BART) station is located near by, and the school is a regular stop on several major bus routes. The school's facilities are modern and include a high-rise office-administrative building, scattered classroom buildings, and other cluster-style facilities.

With a 1974 unemployment rate of 10.2 percent and an anticipated 1975 rate of 13 percent, the Oakland economy cannot be considered ideal for the expansion of cooperative education. Nevertheless, enrollment in the program expanded from two hundred to one thousand participants over a period of three years. Although the program's growth might have been even more rapid in a more favorable economic atmosphere, high unemployment per se has not been a major constraint limiting the program's growth.

Program Administration and Organization

The program was administered by a "coordinator-director" who reported to the assistant dean of occupational instruction in charge of cooperative and career programs. The assistant dean reported to the dean of occupational instruction, who in turn reported to the president. Several regular and part-time teachers assisted the coordinator in providing the instructional component of the program.

Program History

The program was launched in 1972, with the full support of the president, by the Division of Occupational Instruction. The present coordinator, who had been with the program for two years, had supervised the growth of the program from slightly more than two hundred students in 1973 to a thousand at the time of the site visit. During the first two years of its existence, the program was funded by a supplemental appropriation out of the school's regular vocational education funds. In 1975, the program was given its own budget. "The emphasis now," the coordinator said, "is in recruiting the best instructors, obtaining strong administrative and financial support, and improving programatically."

Student Eligibility

The four eligibility requirements were as follows: (1) students must have jobs that provide either paid or nonpaid work experience; (2) students must carry a minimum of eight units per semester; (3) employer agreements must be filed with the cooperative office; and (4) a "statement of job-oriented learning objectives" must be developed by students and submitted at the time of application. The latter was used to determine the number of credits students received for the work experience component.

Eligible students were given a packet of forms that had to be completed and submitted to the cooperative office. Among these forms were a "personal objective plan of action," an evaluation report, a time sheet and unit verification roster, and an employment

information form. Students were required to complete all forms and submit them to the appropriate personnel before admission into the program could be secured.

Job Development

Students were required to find jobs themselves, either on their own or through the school's placement office. Job development and placement were not a formal responsibility of the coordinator or other program staff, although program staff often helped students find jobs on an informal basis.

Instruction

Students were required to attend a weekly world-of-work class entitled "Cooperative Education 65." The "class" was actually a seminar on job responsibilities, personal goals, and career objectives as they relate to student occupational and academic progress. Other topics included personal grooming, résumé writing, promptness and regular attendance on the job, and other employment preparation subjects. Separate classes were provided for different vocational areas. The students interviewed rated integration of classwork and on-the-job training above the average for the total sample of participating students.

Student Evaluation

Upon entering the cooperating program, students were required to draft their own plans of action and learning objectives. Each quarter, students were required to submit progress reports detailing the steps they had taken to realize their plans and learning

objectives. These reports, plus the quantity and quality of student attendance at the cooperative seminar, formed the basis for student classwork grades, which in turn accounted for 50 percent of overall cooperative grades. Employer evaluations of student progress on the job accounted for the remaining 50 percent.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator-director had more than sixteen years of experience as a vocational education instructor, and had been a coordinator for slightly over two years. His duties included budget preparation, report writing, the hiring and supervision of teachers, the writing of program curricula, reviewing and finalizing student grades, counseling, and implementation of administrative policy. Before becoming a vocational education instructor, he had been employed in private industry. His training for the job of coordinator occurred "on the job."

Counseling

The coordinator-director and other teacher-coordinators said that the number of counselors available were not adequate to meet the needs of Laney College's student body, including cooperative students. Consequently, approximately 50 percent of the coordinator's time was spent in counseling related activities, with an emphasis on personal and job-related problems.

Promotion and Public Relations

Various forms of recruitment were practiced at Laney College. The most common included posting flyers on campus bulletin boards and making information readily available through the Veterans Administration office, the student personnel office, and counseling offices. Students in regular vocational education classes were informed of the program by their instructors. These classes often served as feeders for the cooperative program. However, word of mouth seems to have been the most successful form of recruitment. A large portion of the students who were interviewed said that they first learned of the program through a friend.

Since students found their own jobs, promotional activities directed toward employers were not deemed necessary. The only other off-campus promotion (or recruitment) was directed toward high school students. Occasionally, the coordinator would participate in high school career days.

Work Stations

Since students found their own jobs, and very little placement was conducted by the program staff, matching procedures were unnecessary. Although students were supposed to obtain jobs related to their college majors, very often this was not possible, and the requirement was waived. Of the 34 students interviewed, nine were in clerical positions, six in structural, six in service, five in machine trades, and eight in miscellaneous occupations. Students were averaging $6.01 an hour.

The students who were interviewed rated all aspects of their on-the-job experience above the average for the total sample of participating students (Table 22-1).

TABLE 22-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	62.3%	59.6%
Mean job satisfaction	72.5	70.1
Mean training and supervision	5.6	5.6
Mean overall work stations	5.4	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Less than a third of the students interviewed (32 percent) said that the program helped them to decide on a career. On the other hand, 78 percent said they expected to find full-time employment in occupational areas similar to their school jobs.

Completion, Placement, and Follow-Up

Although the school had a placement service, no separate records were kept for the cooperative class, and no follow-up surveys were performed by either the school or the program. The

coordinator indicated, however, that the program had 7 percent "attrition rate," caused partly (about 3 percent) by poor economic conditions. If students were laid off, they were dropped from the program.

COOPERATIVE EDUCATION

BROWARD COMMUNITY COLLEGE

FORT LAUDERDALE, FLORIDA
Population: 140,000

PROGRAM DESCRIPTION

Broward Community College's Cooperative Education Program was designed to provide students with opportunities for the integration of classroom study and practical experience in career fields of major technical occupations. The program sought to develop skills through on-the-job training with off-campus and campus employers, and to increase students' awareness of their field of endeavor through first-hand observation and practical application of classroom theory. An additional purpose was to provide useful employment contacts for students.

Program Participants

Of the 65 students participating in the program, 90 percent were white, 5 percent were black, 5 percent were Spanish-surnamed and 86 percent were male. Fifteen of the participants were interviewed.

Cooperative students who attended school full time paid regular school fees; those enrolled who were on part-time training assignments paid part-time fees but were considered full-time students.

Program Setting

The college's main campus is actually located outside the city limits of Fort Lauderdale, and because of not-so-good public transportation and scattered work sties, the use of a car is a virtual necessity for participation in the program (as well as for attendance at the college). The Cooperative Education Department is located in one of the main campus's many buildings, all of which are relatively new and modern.

The unemployment rate of Broward County (in which Fort Lauderdale is located) has more than doubled since February 1974, and at the time of the site visit was almost 10 percent. According to the coordinator, however, adverse economic conditions have not as yet had a significant effect on the school's cooperative programs. The school's enrollment (mainly white) reflected the ethnic makeup of the Fort Lauderdale area. Fort Lauderdale's minority population (already small) is increasing at a slower rate than that of its white population.

Program Administration and Organization

The college's Department of Cooperative Education has its own director who reports to the college president through the department head for academic affairs. At the time of the site visit, the Department of Cooperative Education employed four

coordinators, three located on the main campus and one on another of the school's campuses. Responsibility for the cooperative activities of students enrolled in the various academic departments located on the main campus were divided among the three coordinators. The coordinator of the technical occupations program also served as assistant director of cooperative education and as chairman of the Southeastern Conference on Cooperative Education.

Program History

The technical occupations cooperative education program at the college began in 1969 at the instigation of the school's former dean of technical instruction. The program began to receive federal grants in 1971 and has continued to receive federal money through the first quarter of 1975. A proposal has been submitted to the Florida State Department of Vocational Education for the use of state funds beginning in fiscal year 1976; as yet, the program has not received state funds.

Student Eligibility

All full-time students who completed twelve credit hours of study and met the following three additional requirements were eligible for the program: (1) grade point averages of 2.0 or better and in good academic standing; (2) plans to complete the academic requirements for an AA degree at Broward; and (3) intention to remain in the program until graduation. Students were required to apply for cooperative participation as soon as they were accepted as full-time students, even though they could not

become active participants until they had completed twelve credit hours of study. Interviews and initial career counseling were conducted by the coordinator. Subsequent career counseling and planning were handled through interaction between students, the Department of Cooperative Education, and the school's career counseling center.

Program Structure

Broward Community College's program had two cooperative education plans: (1) the alternating plan, whereby students participated in alternating terms of full-time study and full-time work; and (2) the parallel plan, whereby students attended classes part time and work part time (ten to twenty hours per week).

Students participating in either of the two cooperative plans were required to attend a cooperative education seminar designed to acquaint students with program rules, regulations, and responsibilities. Cooperative education students were also expected to remain with the same employers throughout their training periods, unless terminated by employers or released from work-site assignments by the cooperative education office.

Job Development

After a student was accepted into the program, the department assumed the major responsibility for locating an appropriate work experience site. The coordinator began with a consideration of the student's interests and goals and sought a placement that would fit these. The regular job development search was made

through telephone calls and visits to employers. Other faculty members provided some employer contacts, and from time to time the student placement center provided openings to the program.

Instruction

Academic and vocational instruction was supported by a series of cooperative courses designed to provide practical experience in the student's field of endeavor. On-the-job experience was supplemented by three class meetings, or seminars, per term, which were attended by all participating students. The students rated integration of classwork and on-the-job training above the average for the total sample of participating students.

Student Evaluation

Students were evaluated on the basis of self-determined learning objectives which were developed and written during the first cooperative education seminar. Employers were required to provide percentage figures representing estimations of student progress toward meeting these goals. In addition, students were required to complete self-evaluation forms stating how well they succeeded in meeting their own learning objectives, and to submit progress reports which described changes in work assignments, supervisors, modifications in plan and salaries, and so forth.

Grades were based on a combination of employer evaluations, academic progress, and student self-evaluations and progress reports.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator, who as Assistant Director of the Department of Cooperative Education had administrative duties, in addition to his program responsibilities, and had been with the college's overall cooperative education program for four years. Besides being responsible for conducting cooperative seminars, developing jobs for approximately seventy cooperative education students, counseling, and grading student performance, he also participated in student recruitment (for all of the department's programs); the preparation of program brochures, pamphlets, and booklets; and public relations activities.

One of the most important duties of the school's coordinators was interaction with various academic departments. Cooperative education was an addendum to more than a hundred academic majors.

Counseling

The career counseling department was available to all campus students. The relationship between career counseling and the cooperative office was one of cross-referrals. The career counseling department had a staff of eight full-time professionals and five paraprofessionals who provided testing services, student guidance, and group counseling (sensitivity awareness and human awareness groups). No particular counselor was assigned to cooperative opportunities.

Promotion and Public Relations

Public relation efforts were facilitated by the cooperative program's director. Articles in the campus newspaper usually

provided information on the current status of the program and any recent progress made either specifically or generally with reference to students' participation. Coordinators for the program participated in counseling meetings, and orientation sessions were provided in various technical classes. In addition, bulletins and program information were posted throughout the four campus sites.

Advisory Committee

No formal advisory committee existed; however, several employers and faculty members were part of an informal group of program advisers. These faculty members had access to employers and assisted in referral and placement activities. Since they controlled the course curriculum, they provided input to their department and the cooperative program office regarding necessary academic changes and work experience requirements. In addition, employers in the informal group had direct contact with the cooperative program office and vocational departments on campus. Employers seemed to maintain an ongoing relationship that enhanced the work experience component and the permanent placement of students who completed the program.

Work Stations

Although it was not always possible, the attempt was made to place students in occupations which were related to their school majors. Of the fifteen students interviewed, nine were in technical occupations, one was unemployed, and five were in various nontechnical jobs. The students who were interviewed rated all

aspects of their on-the-job training above the average for the total sample of participating students (Table 23-1).

TABLE 23-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	64.3%	59.6%
Mean job satisfaction	76.1	70.1
Mean training and supervision	6.5	5.6
Mean overall work stations	6.3	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Only 39 percent of the students who were interviewed said that the program helped them to decide on a career; but 85 percent indicated that they expected to obtain full-time jobs in occupational areas similar to their school jobs.

Completion, Placement, and Follow-Up

The school was in the process of establishing a new career center which would include placement services and follow-up surveys; but at the time of the site visit, placement was performed informally by the coordinator, and no follow-up information was available.

MID-MANAGEMENT INTERN PROGRAM

MALCOLM X COLLEGE

CHICAGO, ILLINOIS
Population: 3,367,000

PROGRAM DESCRIPTION

The Mid-Management Intern Program was a component of the middle management marketing and business curriculum offered at Malcolm X College. The primary purpose of the cooperative intern component was to provide work experience for students enrolled in the program. Secondary purposes were to assist students in obtaining supervisory positions upon graduation and to help interested students continue their education (toward a four-year BA degree) by providing scholarship opportunities.

Program Participants

There were 65 students enrolled in the program and available for internship placements. Sixty-six percent were male, and all were black. Only 22 had actually been placed in jobs; the others were not working. Of those who had been placed in internship positions, seventeen were interviewed.

Program Setting

Malcolm X College is located in the center of one of the largest black communities in Chicago. It serves about 95 percent of the city's post-secondary black population not attending four-year institutions.

The college has extensive modern facilities and up-to-date equipment. It is flanked by two community hospitals and an older campus site. A freeway within two blocks of the campus provides direct access to the college.

The recession caused cutbacks in some of the program's work stations. Standard Oil Company, for example, which had been a participant in the program for several years, was unable to hire any trainees in 1975. Medical employers, on the other hand, were still active in the program. Chicago's unemployment rate was about equal to the national average.

Program Administration and Organization

The director of the middle management marketing and business course was also the coordinator of the cooperative, or internship, component. He reported to the dean of career programs, who in turn reported to the college president.

Program History

The program was the recipient of a federal grant in 1969. The present coordinator prepared the proposal which was funded by the state. The program continued to receive federal funding, in decreasing sums, throughout the years. At the time of the site

visit, federal funds accounted for $30,000 of the internship program budget.

Eligibility

In order to be eligible for the internship program, students had to be candidates for ASc degrees in either business administration or middle management, and must have completed fifteen semester hours of study in their chosen fields. All applicants were interviewed by the coordinator. Student needs and readiness for work were the major criteria used by the coordinator in selecting participants for the program.

Program Structure

Optional modes of participation were available to participants. Students in the same career fields were sometimes paired on one job. Under this system, two students would alternate working and attending classes each semester. On an individual basis, students were often offered the same option; i.e., working full-time and attending classes full-time on alternate semesters. Another option was the "maximum-minimum course load and internship combination." Under this option, students varied the emphasis in their work study and classroom programs, stressing working hours one semester and classroom time the next.

Job Development

The director-coordinator was in charge of all job development and student placement. Every effort was made to develop jobs

on an individualized basis; i.e., to place students in jobs which were directly related to their college "majors." Many employers of business and middle management personnel had been participating in the program since its inception. Nevertheless, the coordinator was continuously contacting new employers in an attempt to develop jobs for all his trainees. As economic conditions worsened, an increasing amount of the coordinator's time was spent in seeking replacements for employers who dropped out (Standard Oil, for example), and in the general area of job development.

Instruction

Classroom instruction and course curricula were the same for all business and middle management students, depending on their specific majors. There was no special cooperative class or seminar. The students who were interviewed rated integration of classroom instruction and on-the-job training above the average for the total sample of participating students.

Evaluation

Employers submitted assessments of student performance on the job. Students received grades on the internship part of their programs on the basis of these assessments. Students were also required to submit term papers describing and analyzing their cooperative work experience. Student classwork was graded in the usual manner by appropriate instructors. Students received credit for their on-the-job experience equal to that of a regular full-semester course.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The cooperative director had two years' experience as program director. His major functions were job development and student placement, which took up about 90 percent of his time. The remainder of his time was spent in public relations activities, including participation in job fairs, promotional banquets, visits to high schools, and speaking engagements before community groups.

Counseling

The campus had a counseling department which provided supportive services to the internship program. In some cases, the counselors referred students to the program.

Promotion and Public Relations

Much of the responsibility for program promotion was invested in the advisory committee (see below), but as noted previously, the coordinator devoted approximately 10 percent of his time to "pure" promotional activities, including visits to high schools and speeches before community groups. In addition, the coordinator spent the majority of his time developing work stations and matching students with jobs -- an employer relations activity.

Within the school itself, the program was listed in the college's catalog, and a special brochure was distributed to

students enrolled in business education and middle management courses.

Advisory Committee

The advisory committee was made up of participating employers. It met once a month to advise the coordinator on curriculum, job development, employer promotion, and program evaluation. By providing lecturers and outside training facilities, the committee also functioned as an "outside faculty."

Work Stations

Although grade point average was not a criterion for entrance to the internship program, grade point averages (as a measure of competency in specific skills) were used in matching students with jobs. Student desires were also considered; but in order to maintain the best possible relations with participating employers, the most qualified student was sought for each work station.

Of the seventeen students interviewed, six were working in clerical occupations, two in structural jobs (welding), four in assorted miscellaneous occupations, and five were unemployed. The average was was $5.22 an hour.

The students rated job responsibility above the average for the total sample of participating students, but job satisfaction, training and supervision, and overall quality of work stations were rated below average (Table 24-1).

TABLE 24-1

Student Attitudes*

Category	Participating Students: Case Study Sample	Participating Students: Total Sample
Mean job responsibility	57.9%	59.6%
Mean job satisfaction	62.8	70.1
Mean training and supervision	4.7	5.6
Mean overall work stations	5.4	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

All of the students interviewed said that the program helped them decide on a career and 70 percent expected to find full-time employment in occupational areas similar to their school jobs.

Completion, Placement, and Follow-Up

Completion rates at the community college level lack meaning because there is no set time period during which students must complete their courses. Graduations occur each quarter, but it is difficult to match the number of graduates against a larger number of students who were enrolled but did not graduate because students can take as long as they wish to complete courses. Some students attend school for a semester, drop out to go to work, and return to school the following year. In most cases, completion

rates also reveal dropout rates (e.g., if a program has a 90 percent completion rate, the dropout rate is equal to 10 percent), but this is not true at the community college level. For example, in school year 1973-74, 51 percent of the students enrolled in Malcolm X College's Mid-Management Internship Program completed the program and graduated from school. This does not mean that 49 percent of the students dropped out of the program; in fact, it is impossible to determine the program's dropout rate, because no one knows (including, perhaps, the students themselves) how many of the nongraduates plan to reenroll in school.

A placement service was available at Malcolm X College for both enrolled students and graduates, but follow-up surveys were not conducted. The coordinator attempted to determine the number of his graduates who remained with their school employers after graduation; no more in-depth follow-up survey was conducted. Of those students who completed the 1973-74 program, 28 percent were employed by their school employers.

FASHION MERCHANDISING FIELD WORK EXPERIENCE

GARLAND JUNIOR COLLEGE

BOSTON, MASSACHUSETTS
Population: 641,000

PROGRAM DESCRIPTION

The Garland project was a five-week, full-time, required component of a two-year post-secondary program that trained students to become professionals in the fashion industry. Graduates followed careers in sales, training and consulting, textiles, fashion media, management, and other areas of the industry. Some of the specific objectives of the field experience were to help students observe and analyze merchandising and management skills and problems in a dynamic setting, improve their own sales abilities in a practical setting, and evaluate and suggest improvements on store operations. Over all, the experience was intended to provide practical application of skills learned in the classroom.

Program Participants

A total of 29 seniors was enrolled in the program during the 1974-75 school year. All were women (as were all other students

at Garland) between the ages of eighteen and 21. Most were white, and a large majority of the students came from families able to pay the approximately $4,000 yearly cost of Garland. Nineteen of the partic'pants were interviewed.

Program Setting

The college is housed in sixteen elegant old homes in a tree-lined residential neighborhood. Many of the school's houses still contain frescoed ceilings, gilt-edged mirrors, carved mantels, and circular stairways; and they are all well maintained. The facilities available for the fashion merchandising program are adequate but not elaborate.

Although the unemployment rate in Boston jumped from 5.9 to 9.1 percent between 1971 and 1975, the program at Garland has had little difficulty placing its students. City conditions do not have a strong effect on the program because field work is done during the pre-Christmas sales rush when demand for additional employees is at a peak. Also, students can find placements not only in Boston but also in New York, Washington, Hartford, and virtually anywhere else that the coordinator approves as a work experience station.

Program Administration and Organization

The coordinator was also the chairwoman for the Fashion Department. She supervised two other full-time instructors and one part-time instructor. Her department was located in the Division of Human and Consumer Services, whose chairwoman reported

to the college dean. The college dean reported directly to the president of the college.

Program History

Prior to the 1940s, Garland's programs were designed to train teachers and "to prepare women for the role of gracious hostesses and homemakers in a gracious era." In the 1940s, the college expanded its role to include the preparation of women for careers. The fashion design program began at that time. In 1968, when the present chairwoman was employed, the program was revised and given a stronger business orientation which focused on preparing students to enter the working world of fashion merchandising. In the following years, the program grew from about ten to 72 students.

Student Eligibility

There were no formal eligibility criteria for admission to the college and to the fashion merchandising program. Rather than focusing on one facet of the student's background, such as academic ability, consideration was given to such factors as the applicant's personality, attitude, and "feeling for the field."

Program Structure

The program was two years in length. Each student took fourteen to sixteen units each semester in such courses as costuming, textiles, basic design, business, and merchandising. In order to complete the course, students spent the last five weeks of their third semester -- the five weeks before Christmas -- working full time for an approved cooperative employer, usually a large department store (such as Filene's or Lord and Taylor's).

Job Development

Each year, during the late summer and early fall, the coordinator contacted former employers to determine their needs for the coming Christmas season. A list of these employers and the types of jobs available was then distributed to students who were responsible for finding their own jobs. Subject to the approval of the coordinator, students could also apply for jobs with employers not on the coordinator's list. Employers who could not be contacted personally (e.g., those out of state) were reached by telephone to work out the details of the student's field work.

During the five-week field experience period each winter, the coordinator spent all of her time visiting her students' employers and making contact with potential employers. She has a continuing relationship with virtually all of the large clothing stores in Boston and also with many of the major department stores in New York.

Instruction

In general, the four semesters of courses in textiles, design, merchandising, and so forth offered direct contact with professionals in the field, field trips to fashion centers in New York and Montreal, and training in specific skills, such as display design, sales methods, and clothing design. The students rated the integration of classwork and on-the-job training above the average for the total participant sample.

Student Evaluation

At the end of their field work, students prepared reports (generally ten pages in length) outlining their experiences. Employers also furnished detailed reports on each student, and the coordinator developed an evaluation based on her on-site visits to the work stations. Student work experience grades were based partially on these reports and partially on evaluative interviews with students after they had completed their work experience components.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

During most of the school year, the coordinator taught a full complement of classes. However, during the five-week work experience period, she was relieved of all teaching responsibilities and spent full-time supervising and coordinating the field experience program. In addition, she performed administrative duties as department chairwoman. Prior to her employment at Garland, the coordinator had been employed in merchandising by several of Boston's large department stores.

Counseling

One counselor was assigned to the program on a part-time basis. Academic and vocational counseling were the responsibilities

of the faculty adviser, assigned to students upon their entrance to the college. Additional counseling was available from a nearby intercollege psychological counseling service.

Promotion and Public Relations

Three factors made formal promotion and public relations activities among employers unnecessary: (1) the coordinator's reputation among merchandising employers, (2) student performance in past years, and (3) the existence of a strong advisory committee (see below). The program was listed in the college catalog, and program brochures were available to students and applicants to the college on request. Additional student promotional materials were not deemed necessary.

Advisory Committee

A strong and active advisory committee, made up of 27 representatives of the fashion industry in New York, Rhode Island, and Massachusetts, helped in structuring and restructuring curricula and providing in-class instruction. The committee met formally twice a year and, despite the fact that several members were from out of state, attendance at the biannual meetings often was 100 percent. All members were highly placed in the field, and their active paritcipation not only helped give stature to the program but also assured an adequate supply of work stations.

Work Stations

The coordinator assessed the quality of all potential work stations. Those she felt were of sufficiently high quality (i.e.,

were secure, provided adequate supervision and support, and offered experience in the appropriate areas of the fashion world) were made available to students.

All of the students who were interviewed worked in sales occupations and earned an average of $2.37 an hour. Host employers often provided training and would sometimes place students in supervisory positions. Most placements were in large department stores, primarily because the supervision and training in such establishments is generally of a higher quality than that provided by smaller employers.

The students rated responsibility on the job and job satisfaction above the mean for the total participant sample. Training and supervision were also rated above average, but overall quality work stations was rated below average (Table 25-1).

TABLE 25-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	60.9%	95.6%
Mean job satisfaction	71.9	70.1
Mean training and supervision	6.3	5.6
Mean overall work stations	4.9	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Over three-quarters (79 percent) of the students interviewed said that the program helped them to decide on a career, and 89 percent expected to find full-time jobs in the merchandising and fashion field.

Completion, Placement, and Follow-up

Yearly mail follow-up surveys are conducted of all Garland graduates. According to the 1973-74 survey, 97 percent of the students enrolled in the merchandising program completed their course of studies. Of these 65 percent were employed, 57 percent in training-related jobs.

LAW INTERNSHIP PROGRAM

STATEN ISLAND COMMUNITY COLLEGE

STATEN ISLAND, NEW YORK
Population (New York City): 7,895,000

PROGRAM DESCRIPTION

Staten Island Community College's Law Internship Program was designed to help students:

(1) Become aware of their legal rights in everyday life

(2) Understand about law and legal processes as they relate to individuals and society

(3) Become aware of the most topical issues of the day, leading to participation in community and government activities

(4) Aspire to work within the legal system as lawyers, parole officers, judges, and correctional officers

(5) Develop social responsibility toward injustices of the legal system, prisons, bail, and so forth

(6) Deemphasize the mystery of law so that citizens will be made legally responsible and institutions accountable

One of the program's official descriptions states as follows: "This is not a pre-law, nor a para-legal program; it is not a criminal justice program, a survey of law nor a series of law courses adapted for an undergraduate audience. It is, rather, the study of law in its most comprehensive sense as the central and unifying theme for a program of general education." Thus the program was not an occupational training program in the traditional sense; rather, the program's purpose was to acquaint students with the law and legal processes and, perhaps, develop student interests in working within the legal system.

Program Participants

Because 440 students were enrolled in the program and records were not kept on participants as a group, it was not possible to obtain specific demographic information relating to program participants. It was estimated, however, that approximately 56 percent were male and 44 percent female, most of whom were not members of a minority group. Students enrolled in the program tended to be older than the average community college student, and many were full-time policemen and firemen. Twenty-two of the participants were interviewed.

Program Setting

Staten Island Community College, one of a dozen campuses of the City University of New York, is located in New York City's least urban and most isolated borough. The college's buildings are a mixture of modern laboratory and classroom facilities, and are plain, cement block or temporary structures. The school is

clean and pleasantly cluttered with the extracurricular products (social and political fliers, brochures, and so on) of an active student body. Some eleven thousand permanent and part-time students use the facilities during the course of a week. The program's classrooms are slightly overcrowded, but not to the point of discomfort; however, the trailer which serves as the program office is somewhat overcrowded, housing the coordinator, her secretary, and 25 part-time students who help coordinate the program's interns.

Most Staten Island residents commute to work in Manhattan and other boroughs and therefore are subject to the same pressures (economic and social) as other New York City residents. However, because students enrolled in the Law Internship Program were not paid for their work, the poor economic conditions which existed in New York at the time of the site visit had little effect on the program.

Program Administration and Organization

The Law Internship Program was one of several courses offered by the college's "experimental college," or a college within a college which had its own dean. The coordinator, or "director of internships," reported to the dean of the experimental college, who in turn reported to the college president. Nine part-time instructors participated in teaching the classroom portion of the training, and 25 students (all interns) helped the director coordinate internships. In addition to the Law Internship Program, the director was also responsible for several other internship programs.

Program History

The program was conceived by an administrator of Staten Island City College in 1973. He attempted to have the program installed as a course in the "traditional" college (as opposed to the "experimental" college), but he was opposed by the college's regular faculty on the grounds that the program would draw students away from their departments and would make use of noncertified teachers (lawyers, judges, correctional officers, ex-convicts, and so forth). He therefore proposed the program to the dean of the experimental college, where it was accepted.

The program had an internship component from the beginning, but in its early stages it lacked focus, primarily because its originator could not decide whether he wanted an occupational program (paralegal, for example), or something more general. The present director, a lawyer who helped design the original program, settled on an undergraduate, liberal arts program (nonoccupational) with a law major. The program was funded by a "chancellor's grant" -- a special grant from within the City University. In the spring of 1975, the program was in its fourth semester; its enrollment had increased from 115 to 440.

Student Eligibility

Students who wanted to be law majors were required to meet certain grade-level requirements, but these were often waived. There were no requirements for students who wished to enroll in the classes. Generally, student selection was on a first-come, first-served basis, and enrollment was cut off at sixty for each class.

Program Structure

Each class in the program met once a week for two hours; students attending classes were required to spend three to four hours in intern positions each week. If a student was in more than one law class, an effort was made to find a single internship that would satisfy the needs of both courses.

Students seeking an AA degree in legal studies took four to six courses in law each with an internship component -- as well as three to five other courses in related areas and additional college general requirements before receiving a degree. There was also a joint degree program through which a student could continue on to complete a four-year BA degree in legal studies at Richmond College, a four-year branch of the City University on Staten Island.

Job Development

The nine part-time instructors were employed full time in the field of law (judges, lawyers, and so on). They therefore had access to a large number of possible intern positions, and were given the primary responsibility for placing their students. The director and her staff of 25 part-time students (who were themselves internees) also developed intern positions. Virtually all placements were with city and private legal agencies and law offices.

Instruction

The classroom instruction consisted of two-hour lectures, conducted by professionals in the field, once a week. These lectures

varied from reminiscenses of judges to concrete lectures on specific points of law. Student presentations of internship experiences were also included as part of the classroom curriculum. The students who were interviewed rated integration of classwork and on-the-job training above the average for the total sample of participating students.

Student Evaluation

Students received four credits for each law class, two for the classwork and two for the internship. Employers did not rate the work of their interns; they did, however, report on intern attendance. Credit for the internship experience was based mainly on attendance, although some instructors required students to prepare reports on their intern experiences and graded them accordingly.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

Immediately prior to her employment at Staten Island City College, the director of internships administered legal internship programs in the New York City mayor's office. A lawyer herself, she had considerable teaching experience and had performed research into the various kinds of law programs in existence throughout the country.

She was responsible for the overall administration of the program, including supervision of instructors. In addition to her Law Internship Program responsibilities, she also served as an adviser to the Law Advocate Program (a service in legal aid for college students), and coordinated the activities of eighteen hundred interns in more than a dozen of the college's programs.

Counseling

Each student was assigned a counselor -- usually one of the teaching staff -- upon entering the college. This arrangement was not always ideal because students often changed courses or moved in directions which were outside the background of their assigned "counselors."

Work Stations

Instructors distributed lists of potential internships to the students enrolled in their respective classes; it was a responsibility of the students to call employers and arrange their own internships. There was little attempt to match "the right student with the right job," primarily because all internships were exploratory rather than occupational. If a student had problems in developing an internship position, the director's office provided help.

The guidelines for an acceptable internship were sufficiently broad to encompass such an activity as observation of courtroom procedures. Thus the work stations were not "jobs" as such (students were not paid for their internships). Nevertheless, most

of the students interviewed (thirteen out of 22) were in positions closely related to their classwork. Some, for example, were working with individual prisoners, advising them on their rights and checking to see that their rights were recognized; others devised and carried out their own projects dealing, for example, with the legal rights of children and welfare recipients. Four of the students who were interviewed were not in internship positions at the time of the site visit.

A general complaint, voiced by students and employers, was that a weekly three-hour internship was nonproductive. One employer interviewed during the course of the case study said that he could not provide the necessary supervision and orientation for such a short-term influx of students. On the other hand, several students felt that the internship requirement was essentially an irritant, one to be circumvented if possible.

The students rated job responsibility, overall quality of work stations, and job satisfaction below the average for the total sample of participating students; training and supervision was rated above average (Table 26-1).

It should be emphasized that the internship placements functioned as an introduction to students to some of the concrete, pragmatic workings of legal systems; thus it was not possible to evaluate the program's intern positions as "jobs" or compare them to jobs in other, more traditional cooperative programs.

TABLE 26-1

Student Attitudes*

Category	Participating Students: Case Study Sample	Participating Students: Total Sample
Mean job responsibility	45.4%	59.6%
Mean job satisfaction	60.6	70.1
Mean training and supervision	5.7	5.6
Mean overall work stations	4.3	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

A small percentage of the students interviewed (18 percent) said the program helped them to decide on a career, and 35 percent said they expected to find full-time work in legal positions. Again, it should be emphasized that the program was not designed to foster legal careers or to provide specific occupational training.

Completion, Placement, and Follow-Up

There were no completers of the program at the time of the site visit.

AUTO MECHANICS

CENTRAL PIEDMONT COMMUNITY COLLEGE

CHARLOTTE, NORTH CAROLINA
Population: 241,000

PROGRAM DESCRIPTION

Central Piedmont Community College's program was a component of a two-year auto mechanics course designed to provide students with a background in theory and a broad range of technical skills. Graduates received diplomas from the college.

Program Participants

Four hundred students were registered in the college's auto mechanics program, many of whom were part-time or single-course students. The cooperative course was a six-credit, last quarter requirement for the completion of the full two-year program. According to the coordinator, the normal enrollment was between thirty and fifty students, but at the time of the site visit, only six students were registered in the cooperative component. All were men; three were white, three were black; and all were interviewed.

Program Setting

The school is located a few blocks from the center of downtown Charlotte in a partially residential, racially mixed neighborhood. Its students, however, come from all over the metropolitan area. The Auto Mechanics Program is housed in several of the older campus buildings which have been remodeled and are clean, well lit, well equipped, and spacious.

Charlotte's unemployment rate at the time of the site visit was about the same as the national average, up considerably from its 1973 rate of below 2 percent. However, the recession did not have a significant effect on the demand for well-trained auto mechanics in the Charlotte area; in fact, it may have actually contributed to an increase in the auto repair business (since drivers tried to keep cars longer than they would in more prosperous times).

Program Administration and Organization

The cooperative class was an integral part of the overall auto mechanics curriculum. One coordinator supervised the work experiences of the cooperative program students and conducted a weekly coordinating seminar. He was responsible to the program director for auto mechanics, who in turn reported to the department chairman for industry. This chain of command continued on up to the president of the college, who was himself responsible to two separate entities, a local board of trustees and the president of the state community colleges.

The cooperative class itself had no separate and distinct administrative structure. Decisions regarding the content and structure of the class were usually made within the Department of Industry. Major changes required the approval of a faculty curriculum committee.

Program History

In 1972, a group of new car dealers, who were having difficulties in recruiting qualified mechanics for their service departments, approached the president of the college with a suggestion for a cooperative auto mechanics program. The president accepted the idea and actively participated, along with the dealers and the college staff, in the development of the program.

Student Eligibility

Students eligible for the cooperative component had to be eighteen years of age, and have completed three quarters of the overall auto mechanics course. Thus, while the auto mechanics course was open to all who applied, those who enrolled in the cooperative component were apt to be well-motivated and well-trained students who had been with the program for nearly two years.

Program Structure

During the first three quarters of the auto mechanics program, students received training in all areas of auto repair and in related mathematics and science. About 75 percent of student hours were spent on "hands-on" activities in shops and in working

with individualized slide-tape instructional units. During the fourth quarter, students were enrolled in a six-credit cooperative course that consisted of a minimum of twenty hours of paid work for an employer and a weekly two-hour cooperative seminar.

Job Development

Most of the work stations were provided by the group of employers who helped establish the program. The coordinator and students occasionally developed additional jobs, as they were needed, through personal contacts. In matching students with specific work stations, the coordinator took into account student interests and skills and employer needs. Employers interviewed students referred by the coordinator and made all final hiring decisions.

Instruction

The cooperative seminar was primarily a forum in which both general and specific problems (identified by employers and students) relating to student employment were discussed. The topics covered included general world-of-work subjects and subjects related specifically to employment in auto repair. Records of each student's progress were also brought up to date during the seminar. In addition to the cooperative seminar, students generally were enrolled in several other classes (e.g., shop management and communications skills) during the fourth quarter. The students who were interviewed rated integration of classwork and on-the-job training above the average for the total sample of participating students.

Evaluation

Student evaluation was solely the responsibility of the coordinator; employers did not participate formally in the grading of students. Student grades were based on the variety and frequency of auto repair tasks performed by students on the job, which in turn were based on reports made by students during the cooperative seminar. Occasionally, the coordinator visited employers when modifications of student work activities were called for, and almost inevitably employer evaluations of student progress were received during these visits. Such evaluations were taken into account in assigning student grades; but beyond such informal input, employer evaluations were not requested.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator had twenty years of experience in the field of auto repair. He attended two years of college to receive his state certification as a vocational education instructor. Neither the state nor the college had specific requirements for the position of "coordinator," although most coordinators at the college had a considerable amount of industrial experience.

For each cooperative student registered, the coordinator received one hour of released time from his basic requirement of 24 weekly student contact hours. For example, because there were

six cooperative students registered during the spring quarter, the coordinator had six hours available each week to administer the cooperative component. The remainder of his time was spent in teaching a course in engine repair and in administering the auto mechanics department, of which he was the director.

Promotion and Public Relations

The Piedmont program was established at the suggestion of employers and received continuous support from some of the city's largest auto repair establishments. There was therefore no need for extensive promotional activities among employers. In several quarters previous to the site visit, however, there were more students enrolled in the cooperative component than there were work stations available for them. In this case, additional work stations were developed by the coordinator and, in one instance, by a student.

Because the cooperative component was an integral part of the overall auto mechanics program -- and was so listed in the college catalog -- there was no need for intra-school publicity. Students enrolled in the two-year auto mechanics course knew that their last quarter would be a combination of classroom and on-the-job training.

Advisory Committee

There was an advisory committee to the auto mechanics program in general, but none to the cooperative component in particular. Many of the employers who were participating in the cooperative

component were on the advisory committee. The committee offered suggestions on curricula revision and at times donated equipment and supplies to the college. The committee met twice a year.

Work Stations

Most of the students were working in the service departments of new car dealers and were earning an average hourly rate of $2.00. Because only six students were enrolled in the program at the time of the site visit, student ratings of work stations are not too significant. However, for what they are worth, the six students who were interviewed rated job responsibility, training on the job, and overall quality of work stations above the average for the total sample of participating students; job satisfaction was rated below average (Table 27-1).

TABLE 27-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	69.8%	59.6%
Mean job satisfaction	62.9	70.1
Mean training and supervision	6.2	5.6
Mean overall work stations	6.0	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

All six students said the program helped them to decide on a career, and all expected to find full-time employment in auto repair occupations.

Completion, Placement, and Follow-Up

The college conducted a one-year mail survey of all graduates. According to the school year 1973-74 survey, all auto mechanics majors graduated, 71 percent of whom were employed (88 percent in training-related occupations).

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GRAPHICS COMMUNICATION TECHNOLOGY

CINCINNATI TECHNICAL COLLEGE

CINCINNATI, OHIO
Population: 453,000

PROGRAM DESCRIPTION

The Graphics Communication Technology Program, two years in length, was designed to train students in both printing and management skills. Its purpose was to prepare students for technical and management positions in printing establishments.

Program Participants

Admissions to Cincinnati Technical College were "open"; that is, the school had no entrance requirements. Enrollment in the program was also open; any student who wished to enter the program could do so. The program coordinator could (and did) interview all applicants and at times discouraged applicants who lacked the necessary prerequisites for success in the program. If such students were persistent, however, they nevertheless could enroll in the program against the advice of the coordinator. At

the time of the site visit, thirty first-year and 35 second-year students were enrolled in the program. All but five of the students were male; 59 were white; and six black; and 22 of the participants were interviewed.

Program Setting

Cincinnati Technical College is located in an uncrowded residential area about two miles north of the city's center. Enrollment is open to students from all over the city. The school's facilities are not overcrowded (in fact, it appeared that the school could easily absorb a much larger student body), but like many other technical schools, the school's various departments (including the graphics communication department) have difficulties in updating their equipment to keep up with technological change.

Although Cincinnati's unemployment rate rose from 5.1 percent in 1971 to 8.5 percent in 1975, adverse economic conditions have not had a significant effect on the graphics communication program. According to the coordinator, there has been a continuing demand for new, skilled employees in printing trades.

Program Administration and Organization

The president was the chief executive officer of Cincinnati Technical College and its principal spokesman with the board of trustees and with the community. The board of trustees had seven members, two appointed by the governor, and five selected by the Cincinnati Board of Education. Because virtually all of its programs were cooperative, the college adhered to written policies

promulgated by the Ohio Board of Regents governing cooperative education.

The college's programs were administered under three departments: business technologies, engineering technologies, and allied health. Each department was headed by a team consisting of a chairman and a supervisor of cooperative education. Each program area had an "instructional team leader" and a "team coordinator." The latter sometimes had responsibilities in more than one subject area. The responsibilities of the team leaders and coordinators were primarily administrative in nature, but they also did some teaching and coordination. In theory, all members of the teaching staff had coordinating responsibilities, but depending on their classification, the time spent on this activity varied widely.

Program History

The Cincinnati Board of Education established a "Cincinnati Cooperative School of Technology," a two-year technical institute for high school graduates, in 1966. The school was created to alleviate a growing shortage of technicians in the Cincinnati area. By 1966, its enrollment had risen to five hundred and the number of cooperative employers to 127. On January 1, 1970, the school, previously under the city's secondary school administration, became an autonomous institution. In 1972, in accordance with a statute passed by the Ohio General Assembly, the name of the school was changed to Cincinnati Technical College. At the time of the site visit, the school's enrollment was approximately

sixteen hundred (with four hundred participating employers), and the projected enrollment for 1980 was 3,500. The school was partly financed through tuitions; district residents paid $125 per academic quarter; out-of-district (but in-state) residents $150; and out-of-state residents $250. The Graphics Communication Technology Program had been a part of the curriculum since the school's inception in 1966.

Student Eligibility

There were no admission requirements to either the college or the program. However, the graphics team coordinator attempted to screen out applicants who he thought could not succeed in the program. His evaluations were based on whether applicants had completed high school or had obtained equivalency certificates, test scores on entrance and placement examinations, and personal interviews. Although students could not be refused admission to the program, if they did not meet minimum grade requirements after two quarters, they could be terminated.

Program Structure

Beginning students were divided into two groups -- those who would be assigned to work stations and those who would attend classes during the program's first term. Each succeeding term the groups would be reversed until each group had completed five terms of classwork and five terms of cooperative work experience. Thus during each school year students attended about twenty hours of classes; during their cooperative terms, they were usually employed full time.

Job Development

The graphics team coordinator was responsible for job development in three program areas (two in addition to the graphics program). He contacted employers during the summer months, prior to the beginning of each fall term. Most employers agreed to hire two students on a quarterly alternating basis, or the equivalent of one full-time employee. Although program expansion and a tightening economy forced the coordinator to spend more time on job development, he did not find it difficult to develop adequate work stations for his students. The demand for new employees in the areas for which he was responsible had not decreased significantly, and the development of cooperative work stations was primarily dependent on making an adequate number of employer contacts.

Instruction

About 60 percent of a students' classwork was in technical shop training; the remaining 40 percent was in related subjects such as communications skills, math for printers, economics, business law, accounting, management, technical writing, and salesmanship.

During the ten terms of the program, students completed about eighteen to twenty credit hours for each term they were in school and received two or three credits for each term of cooperative work experience. The students rated integration of classwork and on-the-job training above the average for the total sample of participating students.

Evaluation

Student performance during cooperative work terms was evaluated by employers in such areas as quality and quantity of work performed, dependability, judgment, and attendance. The Ohio Board of Regents required that in order to obtain credit for cooperative work experience, students must work at least six weeks out of each of their first two ten-week quarters of cooperative work experience and nine out of each of their three final ten-week quarters.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

Recognizing that some individuals excel in teaching and others in the public relations activities usually associated with the position "coordinator," the school categorized its technical staff in four categories: Coordinator I (staff members who spend over 75 percent of their time in coordinating activities); Coordinator II (staff members who spend between 50 and 75 percent of their time in coordinating activities); Coordinator III (staff members who spend between 25 and 50 percent of their time in coordinating activities); and Coordinator IV (staff members who spend less than 25 percent of their time in coordinating activities). School officials believed that this system made it possible to make the best use of each staff member's talents, experience and qualifications. However, a staff member's assignment was often based on school needs at any given point in time.

The team coordinator for the graphics program, who had been with the program for four years and had prior experience in the printing industry, was responsible for screening applicants, determining which students would begin in classes and which would begin on the job, and job development. He was assisted by the graphics arts instructors. In addition to his responsibilities in the graphics area, he was also the team coordinator for ornamental horticulture and auto service management.

Counseling

No full-time counselors were assigned to the program; hence, all counseling was performed by the instructional team leader, team coordinator, and instructors.

Promotion and Public Relations

New students were recruited for the program in a variety of ways. The team coordinator spoke to high school printing classes; high school students visited the college on field days; dinners were held for high school teachers to orient them to the college's programs; articles were printed in local newspapers; and a brochure describing the program was given wide distribution. The program staff, however, believed that current and former students were their best recruiters.

Other than direct employer contacts for job development purposes by coordinators and participation by employers on the advisory committee (see below), there was no employer promotion.

Advisory Committee

The advisory committee was composed of ten local printing trades employers. The committee met formally two or three times a year, and its primary function was to advise on changes in the curriculum necessary to keep abreast of industry developments. The committee also helped in recruiting qualified faculty members, arranging student field trips and, to a lesser extent, in job development. Staff members were unanimous in their opinion that the most useful function of the committee was in upgrading the curriculum.

Work Stations

Sixteen of the 22 students interviewed were working as press and camera operators, strippers, platemakers, and compositors; the remaining six were working in a variety of printing trades jobs. Students were matched with jobs on the basis of their personal interests and on the coordinator's assessments of how well student abilities would meet employer needs. Students were earning an average of $2.83 an hour.

The students rated job satisfaction, training and supervision on the job, and overall quality of work stations below the average for the total sample of participating students; job responsibility, on the other hand, was rated above average (Table 28-1).

Career Goals

Over two-thirds (86 percent) of the participating students said that the program helped them to decide on a career, but only

TABLE 28-1

Student Attitudes*

Category	Participating Students: Case Study Sample	Participating Students: Total Sample
Mean job responsibility	60.5%	59.6%
Mean job satisfaction	64.9	70.1
Mean training and supervision	5.0	5.6
Mean overall work stations	4.6	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

half expected to find full-time employment in the same occupational areas as their cooperative jobs.

Completion, Placement, and Follow-Up

Although the school did not provide placement services or follow-up on graduates, the team coordinator conducted his own follow-up surveys. According to his survey for the 1973-74 school year, 27 percent of the students enrolled in the program graduated. Of these, 75 percent were employed, all in training-related jobs.

MID-MANAGEMENT COOPERATIVE EDUCATION

SPOKANE COMMUNITY COLLEGE

SPOKANE, WASHINGTON
Population: 171,000

PROGRAM DESCRIPTION

Spokane Community College's Mid-Management Program was one of several electives available to students seeking associate AA and science degrees. Its purpose was to combine work experience with world-of-work training (directly related to the middle management world of work). Enrolled students were working in sales, food production and distribution, and transportation occupations.

Program Participants

The program was not directed toward a specific target group; all students majoring in middle management were eligible for the program. Of the 24 students enrolled at the time of the site visit, all were white and male; ten of the participants were interviewed.

Program Setting

Spokane Community College is a ten-year-old well-maintained facility located in an industrial and warehousing section of the city. Expansion has necessitated the use of several temporary buildings, but the campus is also graced with a new, attractively designed student center. Public transportation to the college is not good, making it necessary for most students to travel to and from the school by private automobile.

With the exception of a temporary economic boom created by "Expo '74," Spokane's economy has been relatively stable between 1970 and 1975. Its average unemployment rate of 7.7 percent varied no more than 0.3 percent during that period.

Program Administration and Organization

Spokane Community College was one of two community colleges that served the state's Community College District 17. The middle management program was located in the school's business division, and its staff members reported to the business program administrator. The business program administrator was responsible to the chief administrator of the college, who in turn reported to the chief administrator of the community college district.

Program History

Spokane's middle management program was initiated in 1968 in an attempt to broaden the primarily industrial orientation of the college. At that time, the present coordinator was hired to develop a middle management program, including a cooperative

component. Although the growth of the program has not been spectacular (from six students in 1968 to 45 in the spring of 1975), it has been sufficient to justify the hiring of an additional staff member.

Student Eligibility

The only requirement for admission to the cooperative program was that students have suitable jobs. Students without jobs generally were not eligible for the program, although in special cases (for example, if an employer requested a part-time worker) the coordinator would recruit a nonworking student for the program.

In addition to meeting weekly in a coordinating seminar with the coordinator, full-time middle management students took from ten to eighteen hours of classwork a week. The overall program consisted of ninety quarter credits, with full-time students averaging fifteen credits a quarter.

Job Development

Since students were expected to find their own jobs, no job development activities were carried on in conjunction with the program.

Instruction

The cooperative education seminar focused on orientation to the middle management world of work. However, because of the wide variety of jobs included in this category, the instructional portion of the seminar was limited to such general skills as

"sales techniques" and similar subjects. In addition, time was allotted in the seminar for discussion of individual problems, either on the job or in related classes.

Student Evaluation

Students received three credits for participation in the cooperative program if their on-the-job experience was closely related to their majors; students whose jobs were unrelated to middle management received one credit for the program. Student grades were based primarily on their performance in the cooperative seminar.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The school drew its cooperative education coordinators either from vocational education instructors or directly from industry. All coordinators were required to be certified vocational education instructors, but there were no special requirements for the position of "coordinator." The middle management coordinator developed the entire middle management program at Spokane Community College, including the cooperative component, and had been administering the program for seven years. In addition to his cooperative responsibilities, he taught two noncooperative program classes and devoted a considerable amount of his time to Distributive Education Club of America activities. His

cooperative responsibilities included the teaching of the cooperative seminar, student counseling, and approval of student work stations.

Counseling

Students had access to the school's regular counseling staff but, according to the coordinator, most counseling related to the cooperative program was conducted during the course of the cooperative seminar.

Promotion and Public Relations

The Mid-Management Cooperative Education Program in general received a substantial amount of local publicity through DECA activities. Students designed and carried out publicity projects, held annual employer recognition banquets, and organized charitable benefits. Although characterized as extracurricula, DECA activities were considered important in promoting public awareness of the middle management program.

Advisory Committee

An advisory committee, composed of representatives of department stores, banks, insurance companies, and other businesses (and one union representative) advised the coordinator on curriculum development for the entire mid-management program and sometimes supplied guest lecturers for the cooperative seminar. The committee did not meet on a regular basis.

Work Stations

The vast majority of the students enrolled in the program was not working in actual management positions, although some were in jobs that could lead to managerial responsibilities. Of the ten students interviewed, four were in sales, five in diverse occupational areas, and one in a management position. They earned an average wage of $3.55 an hour.

The students who were interviewed rated job responsibility, job satisfaction, and overall quality of work stations above the average for the total sample of participating students; training and supervision on the job were rated below average (Table 29-1).

TABLE 29-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	64.9%	59.6%
Mean job satisfaction	72.1	70.1
Mean training and supervision	5.5	5.6
Mean overall work stations	5.7	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

All of the students who were interviewed said that the program helped them decide on a career, and 70 percent expected to find full-time employment in occupational areas similar to their school jobs.

Completion, Placement, and Follow-Up

Systematic placement services and follow-up surveys were not conducted by either the school or the program. According to the coordinator, only 11 percent of the students enrolled during school year 1973-74 completed the program.

MID-MANAGEMENT

FORT STEILACOOM COMMUNITY COLLEGE

TACOMA, WASHINGTON
Population: 155,000

PROGRAM DESCRIPTION

The Mid-Management Program at Fort Steilacoom Community College, two years in length, was designed to prepare students for careers in such occupations as advertising, sales, finance, insurance, and business services. Successful program completers received associate degrees in middle management. The program was divided into four sections, each covering an occupational area: fashion merchandising, food marketing, training for public service, and middle management. The section selected for review in this case study was "middle management."

Program Participants

Twenty-one students were enrolled in the middle management section, all of whom were male and seventeen white. Nearly half were nineteen years of age or under; sixteen were first-year

students, and five were in the second year of the program. All 21 students were interviewed.

Program Setting

The college is located in a large park-like suburban area about fifteen miles south of the city of Tacoma. Public transportation to the campus is poor, thus making it difficult for students without private means of transportation to attend. The campus buildings are new (some are still under construction).

Tacoma's economy was in the process of recovering from the devastating effect of cuts in the aerospace industry in the mid-1970s. The city's unemployment rate had decreased from 9.8 percent in 1972 to 8.9 percent in the spring of 1975. Nevertheless, according to the coordinator, the city's relatively high unemployment rate made it difficult to find work stations for students enrolled in the cooperative program.

Program Administration and Organization

All vocational education in the state of Washington's public schools, secondary and post-secondary, was under the overall direction of the state's Coordinating Council on Occupational Education. Community College administrators expressed concern that union representatives on the council favored post-secondary vocational schools over community colleges and, in some cases, blocked the initiation of needed occupational courses at the community college level. Although it was beyond the scope of this study to probe this alleged conflict, there was no doubt that community college

administrators believed that the council might inhibit the growth of vocational education at the community college level. The Mid-Management Program, however, was not a subject of controversy within the council, primarily because its occupations were not for the most part within union jurisdictional areas.

Four staff members were assigned to teaching and coordinating the program's four sections. The coordinator of the mid-management section was the director of the program, but he had no line authority over the other three teacher-coordinators.

The four teacher-coordinators reported to the chairman of the business division, who in turn reported both to the occupational dean and the executive dean (in charge of instruction). The deans reported to the president of the college.

Student Eligibility

The college and the program had an open enrollment policy. Students who majored in middle management were required to enroll in four quarters of cooperative work experience. Locating work stations was a student responsibility. If students were not employed at the time they were enrolled in the program, they spent their first quarter in a job-search orientation program (see "job development" below).

Program Structure

Students worked between fifteen and thirty hours a week and spent two hours a week in a coordinating seminar. Academic classes generally required five to fifteen hours a week of student time.

Job Development

As was noted under "student eligibility," the responsibility for finding appropriate work stations belonged to the students. If students enrolled in the program without jobs, they were placed in a class called "Orientation to Work," in which they were required to make employer contacts, develop résumés, and go to job interviews. Thus job search techniques were built into the curriculum. Program staff did not participate directly in job development.

Instruction

Because the range of student jobs was broad, the topical areas covered in the cooperative seminar were necessarily general. Class activities included: preparation and updating of the students' individual training plans, discussion of specific job issues, and evaluation of progress on the job. Middle management students also took such subjects as economics, business law, accounting, advertising, principles of management, and other business-related subjects. The students who were interviewed rated integration of classwork and on-the-job training above the mean for the total sample of participating students.

Student Evaluation

Grades were determined through individual conferences between the coordinator and students, student self-evaluations, and employer ratings. Each quarter, students received a total of four credits, two for the cooperative seminar and two for the work experience component.

ISSUES

Following is a discussion of the program as it relates to issues regarding cooperative work study.

Coordinator

The coordinator of the Mid-Management Program, who was known throughout the state, had eighteen years of experience in managing his own business and more than ten years of experience as a teacher. He also had directed a statewide study group that prepared a set of cooperative education guidelines for use by community colleges. In addition to his cooperative seminar and coordinating activities, he had a teaching load of eleven hours a week.

The college required that new coordinators either have prior coordination experience or have specific academic training in coordination skills. Coordinators received two hours of released time each week from the basic fifteen-hour teaching load to administer cooperative programs.

Counseling

Although a guidance center at the college was available to students, there was a strong feeling among the program staff that they were best equipped to provide the most concrete and focused counseling service.

Promotion and Public Relations

The size of programs were strictly controlled by available funds. Since the Mid-Management Program was already popular, it

had no difficulty in reaching its budgeted enrollment. As a result, program personnel were constrained from publicizing the program other than through normal school announcements, catalogs, brochures, and so forth.

Public relations with employers was not emphasized. Since students were responsible for locating their own work stations, and since it was expected that these jobs would become permanent after graduation, no need was perceived to promote the program among employers. However, the program's advisory committee (see below) helped assure employer input.

Advisory Committee

A committee consisting of representatives from chain department stores, family-owned businesses, banks, insurance agencies, the telephone company, and the retail clerks union met three times a year. Members participated in curriculum development and program evaluation and acted to help the coordinator solve problems that arose during the school year.

Work Stations

Most students enrolled in the program were already employed. Their jobs, of course, had to be approved as legitimate work stations (or jobs with "management potential") by the coordinator. Often, middle management work stations were not management positions (employers were not likely to give new, part-time employees management responsibilities), but it was not uncommon for students to begin at entry-level jobs and work their way up to clearly defined managerial positions.

Of the 21 students enrolled in the program, three were in managerial positions, fourteen in sales, and nineteen in diverse occupational categories. They earned an average of $3.32 an hour.

The students rated job responsibility, job satisfaction, and overall quality of work stations above the average for the total sample of participating students; training and supervision, however, was rated below average (Table 30-1).

TABLE 30-1

Student Attitudes*

Category	Participating Students	
	Case Study Sample	Total Sample
Mean job responsibility	66.5%	59.6%
Mean job satisfaction	70.5	70.1
Mean training and supervision	5.4	5.6
Mean overall work stations	5.7	4.9

*Job satisfaction and job responsibility means are based upon a 100 percent scale. Overall quality of the work stations mean is derived from a 1 to 9 scale. Supervision and training mean is based upon a 1 to 8 scale.

Career Goals

Over half of the participating students (60 percent) said that the program helped them to decide on a career. Eighty percent expected to find full-time employment in the same occupational areas as their student jobs.

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Completion, Placement, and Follow-Up

Post-graduate placement services were not provided by either the school or the program, nor were follow-up surveys of graduates conducted. Only one of the 21 students enrolled during school year 1973-74 completed the program (most were first-year students). The single completer was employed in a training-related position.